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MILLER'S SWINTON'S LANGUAGE LESSONS.

REVISED EDITION

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W. J. Gage & Co.'s Educational Series.

REVISED EDITION

MILLER'S SWINTON'S

LANGUAGE LESSONS:

AN ELEMENTARY

GRAMMAR AND COMPOSITION

ADAPTED TO THE REQUIREMENTS OF THE

PUBLIC SCHOOLS OF ONTARIO,

PREPARED AS AN INTRODUCTION TO MASON'S GRAMMAR

BY

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WITH EXAMINATION PAPERS SET FOR ADMISSION TO HIGH SCHOOLS.

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PREFACE.

This work is an attempt to bring the subject of language home to children at the age when knowledge is acquired in an objective way, by practice and habit, rather than by the study of rules and definitions. "The analytic form," says Whately, "is, generally speaking, better suited for *introducing* any science in the plainest and most interesting manner; while the synthetical is the more regular and compendious form for technical study." In the *Language Lessons*, the analytic method is employed, as being better suited to an introductory work.

In pursuance of this plan, the traditional presentation of grammar in a bristling array of classifications, nomenclatures, and paradigms has been discarded. The pupil is brought into contact with the living language itself; he is made to deal with speech, to turn it over in a variety of ways, to handle sentences; so that he is not kept back from the exercise—so profitable and interesting—of *using* language till he has mastered the anatomy of the grammarian. Whatever of technical grammar is here given is *evolved* from work previously *performed* by the pupil.

This plan may not suit the blind adherents of the old grammatical formalism, but it will meet the views of earnest and progressive teachers; for such teachers, in their class-room instruction, are beginning to use the kind of exercises that form the body of this manual. To these we would say, that the method pursued has been, to collect from large numbers of school papers the difficulties that children actually encounter in speaking and writing English, and then to meet these difficulties by practice and precept.

A word as to the exercises. *These are the Book.* They are numerous and graduated, and are given from the first with a view to COMPOSITION. The attention of the teacher is especially solicited to these exercises, and at least an experimental following of the directions and suggestions here given is particularly requested.

Three methods of correcting the written exercises are suggested; 1, The changing of papers; 2, The writing of letters of criticism; 3, The placing of one or more exercises upon the blackboard as a basis of oral class-criticism. It has not been thought necessary to indicate in every case the particular plan to be pursued. The teacher should vary the method from time to time.

PREFACE TO FIFTH EDITION.

In this Edition of the "*Language Lessons*" an attempt has been made to bring the *Definitions* and *Classifications* of the Parts of Speech into harmony with those given in Mason's large work. It is very important that in an introductory work on grammar, whatever has been learned in the important departments of definition and classification should not require to be unlearned, when the pupil is introduced to the study of the larger and more advanced text-book. Mason's Grammar is now recognized as the standard work on that subject, and the changes introduced into this Edition of the '*Language Lessons*' will therefore commend themselves to the teachers of the Province. We firmly believe that these changes are not only correct, but that they will greatly tend to render the *Language Lessons* more acceptable than ever to both teachers and pupils in their study of this most important subject.

OTTAWA, March, 1878.

CONTENTS.

		PAGE
LESSON	I. Introductory	1
"	II. The Sentence	2
"	III. Subject and Predicate	4
"	IV. Lesson in Criticising	6
"	V. Subject and Predicate	8
"	VI. Kinds of Words	11
"	VII. Nouns	14
"	VIII. Verbs	16
"	IX. Lesson on Number	18
"	X. Irregular Numbers	21
"	XI. Irregular Singulars and Plurals	23
"	XII. Letter of Criticism	25
"	XIII. Adjectives	27
"	XIV. Comparison of Adjectives	31
"	XV. Sentences with Adjectives	34
"	XVI. Predicate Adjectives	36
"	XVII. Possessive form of Nouns	38
"	XVIII. Adverbs	40
"	XIX. Phrases	43
"	XX. Adjective and Adverbial Phrases	46
"	XXI. Making Sentences with Phrases	48
"	XXII. Nouns in Apposition	50
"	XXIII. Verbs with Objects	51
"	XXIV. Review of Nouns	54
"	XXV. Pronouns	56
"	XXVI. Relative Pronouns	60
"	XXVII. Verbs—Simple Tenses	63
"	XXVIII. Verbs—Formation of the Past Tense	65
"	XXIX. Verbs—Compound Tenses	67
"	XXX. Verbs with Pronouns	70
"	XXXI. Moods of Verbs	72
"	XXXII. Passive Verbs	75
"	XXXIII. Irregular Verbs	77
"	XXXIV. Phrases with Participles	79

PAGE

LESSON XXXV. Conjunctions 81
" XXXVI. Review Lesson 83
" XXXVII. Analysis of Simple Sentences..... 86
" XXXVIII. Analysis—Enlarged Subject..... 89
" XXXIX. Analysis—Enlarged Predicate..... 91
" XL. Review of Punctuation..... 92
" XLI. Review of Making Simple Sentences..... 94
" XLII. Construction of Nouns..... 97
" XLIII. How to Parse Nouns..... 100
" XLIV. Construction of Adjectives..... 102
" XLV. Misused Adjectives..... 105
" XLVI. Agreement of Verbs..... 107
" XLVII. Verbs with Two Subjects..... 109
" XLVIII. "There is" and "There are"..... 111
" XLIX. Syntax of Pronouns..... 113
" L. Syntax of Adverbs..... 118
" LI. Compound Sentences..... 120
" LII. Analysis of Compound Sentences..... 123
" LIII. Making Compound Sentences..... 124
" LIV. Complex Sentences..... 127
" LV. Analysis of Complex Sentences..... 131
" LVI. Expanding and Contracting Sentences..... 132

MISCELLANEOUS EXERCISES IN COMPOSITION 136

SUPPLEMENT..... 145

LANGUAGE LESSONS.

I. INTRODUCTORY.

This lesson is not to be committed to memory, but to be read aloud in the class.

1. We have learned to speak the English language so as to understand what others say to us, and to make others understand what we say to them.

2. We can not only speak our language, but we have made some progress in writing it. We may have written letters and short compositions.

3. But our letters and compositions are not perfect. We make mistakes in spelling and in using capitals; we often employ the wrong word, or we do not put the right words together in the *right way*.

4. The most useful knowledge that we can acquire in school is the knowledge, in the first place, of how to express in *correct English* what we have to say; then how to say it so that others may *understand exactly* our meaning; then how to say it so as to give *pleasure* by *the form* in which we express our thoughts.

5. There are persons whose business it is to write; and these address a public audience, through books, magazines, and newspapers. Now, it may not be our *business* to write; yet we shall all have occasion to handle the pen, even if we only write letters to our friends.

6. It is not very difficult for a pupil to learn to speak and to write correctly and clearly. And if you will faithfully work out the exercises here given, you will be able to express yourselves correctly, both with the tongue and with the pen.

7. The study that teaches us to use the English language correctly in speaking and in writing is called English grammar.

II. THE SENTENCE.

The teacher will dictate, and the pupils will write on slates or on paper, the following story :

Two young bears left their native woods. They came to a beehive well stored with honey. At this discovery the bears were greatly delighted. They hastily overturned the hive. They began to eat voraciously. The bees, however, were not to be deprived of the fruits of their labor with impunity. They flew about the bears. They stung them severely in the ears and eyes. The bears tried in vain to repel the attacks of their nimble foes. They were at last forced to retreat, maddened with pain and blinded by rage. But after a while their sufferings subsided. They had leisure to reflect upon their conduct, and resolved to profit by their sad experience. Pleasure is often bought with pain.

1. In the story that you have copied there are two things to be noticed—

I. The piece is marked off into separate statements by a punctuation mark called the *period*, or full stop.

II. The first word of each statement begins with a *capital letter*.

2. DIRECTION.—**Begin every statement with a capital letter, and end it with a period.**

Change papers, and see if this has been correctly done.

3. Each of these separate statements is called a *sentence.*

In the copied story, number the sentences 1, 2, 3, etc. What is the first sentence? The second? The third? etc.

4. DEFINITION.—A sentence is a set of words making a complete statement.

5. A sentence is made up of *words;* but not words thrown together *at random.*

6. "The air that we breathe," is not a sentence, because the words do not make a complete statement. They might easily be made into a sentence by saying "The air that we breathe is sweet," or The air that we breathe is a fluid."

7. Is this a sentence?

Little drops of water, little grains of sand,
Make the mighty ocean and the pleasant land.

8. Is this a sentence?

Full many a gem of purest ray serene ——.

Insert such words in the following as will make them sentences:

1. In 1492 Columbus ——. 2. The life of a farmer is ——. 3. A band of robbers ——. 4. The story of Robinson Crusoe ——. 5. The city of Toronto. ——. 6. The empire of China ——. 7. The study of Grammar ——. 8. —— was a great patriot. 9. —— gives milk. 10. —— is the largest city in the world. 11. —— tells us the time of day.

NOTE TO TEACHERS.—The lessons in the Reader may be turned to good account in imparting a knowledge of the nature of *the sentence.* It will also be found a valuable exercise to place the work of one or more pupils on the blackboard, and make it the basis of class-criticism.

III. SUBJECT AND PREDICATE.

1. In every sentence there are two important things to be noticed—

I. That there is *something stated.*

II. That there is something named *about which* the statement is made.

Birds fly.

Here the *thing stated* is denoted by the word "fly." The thing *about which* the statement is made is denoted by the word "bird."

In the following sentences tell WHO or WHAT is spoken about, and what is the thing STATED.

1. Columbus discovered America.
2. Leaves have their time to fall.
3. Iron is the most useful metal.
4. The lawyer hummed an old love-tune.
5. The squirrel eyes the browning chestnuts.

2. DEFINITIONS.—**The name of the person or thing about which the statement is made is called the subject.**

The word or words used in making the statement are called the predicate.

4. Every sentence must contain a subject and a predicate, because every sentence must be a statement.

N.B.—The question "*Who (or what) is mentioned?*" will always suggest the subject as its answer. And "*What is said of the subject?*" will give the predicate.

By means of these questions find out the *Subjects* and *Predicates* in the examples given above.

Make sentences, with suitable pairs, of the following subjects and predicates. Each subject must be paired with the predicate that suits its meaning; as, A dog worried a cat:

Subjects..... { a dog, robin, crow, horse, baby, the boy, the girl, the jockey, the coachman, the doctor, the teacher, the musician,

Predicates. { taught the class, will play the fiddle, will win the race, worried a cat, will sing a song, built a nest, upset the carriage, cured the man, trundles a hoop, will toss a ball, wants its rattle, broke the fence.

Supply suitable subjects.

1. —— revolves around the sun in a year. 2. —— is the season of snow and ice. 3. —— are drawn over the snow in sledges. 4. —— suffer terribly in battle. 5. —— is the capital of Ontario. 6. —— sail across the Atlantic Ocean. 7. —— wrote her exercise.

Supply suitable predicates:

1. London ——. 2. Coal ——. 3. Sounds of music ——. 4. Vessels ——. 5. The source of the Nile ——. 6. The Children ——.

Exercise I.

A.

Write a sentence on each of the following words *Underline* all the words in the subject, and *doubly underline* all the words in the predicate.

Model. Smoke. The smoke curls up from the chimney.

1. Smoke. 2. Desk. 3. Air. 3. Book. 5. The Steam-engine. 6. The Eagle. 7. Money. 8. Girls.

Change papers, and see if the subjects and predicates are correctly underlined.

B.

Compose two or more sentences upon each of the following subjects:

1. Cotton. 2. Dog. 3. Flowers.

Let these sentences be written on the blackboard, and be made the basis of class-criticism. Correct according to the following directions:

1. Draw a line under each misspelled word.

2. Draw a line through each small letter that should be a capital, or capital that should be small.

3. Mark a cross where a period is omitted.

NOTE TO TEACHERS.—The matter of subject and predicate should not be left until it is *perfectly* understood by every member of the class. Of course, at this stage, no attempt is to be made to discriminate between grammatical and logical subject and predicate.

IV. A LESSON IN CRITICISING.

1. We are now to take a lesson in *criticising* sentences, which means pointing out their faults.

2. To show the pupil how this is done, we shall take a number of examples from the last exercise as written by a class of young scholars. [See the subjects in Exercise 1, page 5.]

Example 1.—THE DOG.

The dog runs fast. The dog got runed over by a cart. The dog got out of the pound.

You see that this exercise is not well done. True, each sentence begins with a capital, and ends with a period. But the writer says "the dog got *runed* over." There is no such word as *runed*. He meant that the dog *was run over*. Each sentence begins with the same words—"the dog;" this is not agreeable to the ear.

Example 2.—The Dog.

A dog is a quadruped with four legs some dogs are very wild and some are not wild some dogs do not like to be tied all day.

Here the writer has three sentences, for there are three separate statements : yet these are all run together without periods or capitals. Correcting the exercise with regard to these things, we have—

A dog is a quadruped with four legs. Some dogs are very wild, and some are not wild. Some dogs do not like to be tied all day.

This makes it better ; but why need the pupil say "a quadruped *with four legs?*"

Example 3.—The Dog.

I have had some dogs that I have been very fond of. Once I had a big Newfoundland Dog. He would take my Lunch to school. Now I have a little Dog that will fetch me the newspaper when I send him after it.

This is much better. The pupil tells something which he knows. Still, there are some mistakes in the piece. The word "dog" is written twice with a capital where a small letter should be used, and the word "lunch" once.

Remark to the Pupils.—When you see what ignorance it shows to make mistakes in spelling, or in the use of capital letters, or in the omission of the period at the end of a sentence, you should be very careful to avoid all such errors. And when you feel the superiority of a piece containing sensible and interesting statements over one that is foolish or commonplace, you will surely try to do your very best.

Exercise 2.

Correct the following with reference to—

1. Spelling. 2. Capitals. 3. The Period. 4. Anything else that seems to need correction.

1. Some dogs are very nice some are very useful they are a good watch at night they keep all harm away from the house

2. Dog is a very useful animal a round the house. a good dog is worth a lot of money.

3. The dog is very prety He's very savage He is very large.

4. Cotton is very use-full & callico is made from it which grows in Mississippi.

5. Thred is made of Cotton. Cotton cloth is made of cotton. Cotton growes in California.

6. New Orleans is the greatest cotton market in the world. Cotton is used for a great many different things we all wear cotton.

7. The eagle is the bird of pray. He bilds his nest in a lofty mountain.

8. The Eagle is a larg Bird. A eagle flys high.

9. From the Steam Engine many people are killed and wounded it runs very fast. they run on rails.

10. Steam Engines are very useful thing they are a great deal better than Steam boats some people like the steamboat the best

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V. SUBJECT AND PREDICATE AGAIN.

Birds fly.

Fishes swim.

Carthage fell.

1. Are the words "birds fly" a sentence? Yes because they make a statement, and have a subject and a predicate. What is the subject? The predicate?

2. Are these words a sentence?—"Fishes swim." Name the subject. The predicate.

3. "Carthage fell;" is this a sentence? Why? Give the subject. The predicate.

4. In each of these sentences the subject consists of but one word, and the predicate of but one word; hence these are examples of the very simplest kind of sentences, for each contains but two words. *If a set of words did not contain a subject and a predicate, would these words be a sentence?*

5. In a sentence that contains but *two words*—the subject and the predicate—the subject may be called the simple subject, and the predicate may be called the simple predicate.

6. The subject may consist of many words, and the predicate may consist of many words.

7. When the simple subject takes other words with it, we say that it is *enlarged.* So with the predicate.

ILLUSTRATION.

1. Birds fly.

This is a sentence, with a simple subject, "birds," and a simple predicate, "fly."

2. *Some* birds fly *swiftly.*

Here the subject is *enlarged* by the word "some," and the predicate by the word "swiftly."

3. *Some* birds *of prey* fly *very swiftly.*

Here the words "of prey" are added to the last subject, and "very" to the last predicate.

4. *Some* birds *of prey, having secured their victim,* fly *with it very swiftly to their nests.*

Here the subject and the predicate are *enlarged* by many additional words.

8. In the first form of the sentence, "birds" is the subject, and "fly" is the predicate. In the fourth form, the subject is "some birds of prey, having secured their victim," and the predicate is "fly with it very swiftly to their nests." The first sentence is *simple;* the other sentences are *enlarged.*

	Subject.	*Predicate.*
1.	Birds	fly.
2.	Some birds	fly swiftly.
3.	Some birds of prey	fly very swiftly.
4.	Some birds of prey, having secured their victim,	fly with it very swiftly to their nests.

In like manner, enlarge the following sentences till you make them as long as you can. Be careful to have only one subject and one predicate:

1. Boys study. 2. Rivers flow. 3. A horse ran.

9. The principal word in the subject of a sentence is a *name-word*, because it represents the thing named; the principal word in the predicate is a statement-word, because it represents the thing stated. Name-words are called *nouns; statement-words* are called *verbs.*

10. There are thousands of *nouns* in our language, and also thousands of *verbs.* When we take all the words in our language, we find that we can assort them into a few great classes. We shall see that all English words may be grouped into *eight* classes, and these different sorts of words are called in grammar *parts of speech.* Now, nouns and verbs are the two principal parts of speech, because with a noun and a verb we can make a sentence.

Exercise 3.

A.

Write out the following sentences, drawing a single line under the *simple subject*, and a double line under the *simple predicate.*

MODEL.—The elephant surpasses all other land animals in size.

1. The elephant surpasses all other land animals in size. 2. The cuckoo builds no nest for herself. 3. Vast prairies stretch beyond the Red River. 4. Before our house a prattling river runs. 5. A herd of cattle grazed in a meadow. 6. The timid bird saw the snake in the grass. 7. My father's fields produce corn. 8. Those pears may ripen on the wall. 9. Diogenes lived in a tub.

B.

Write a sentence on each of the following words. Draw a single line under the *principal word* in the subject (noun), and a double line under the *principal word* in the predicate (verb).

1. Face. 2. Crocodile. 3. King.

Change papers, and see—

1. Whether the spelling is correct. 2. Whether each sentence begins with a capital. 3. Whether each sentence ends with a period. 4. Whether there are any other improvements that you can make.

VI.—KINDS OF WORDS.

I. Nouns.—Whatever we can think of or say anything about, has a name, and a *name* is a noun

EXAMPLES.—*Hat*, *thunder*, *sugar*, *rose*, *pain*, Hamilton, St. Lawrence, Joseph, Harriet, Harry, *virtue*, *goodness*, *wisdom*, *bravery*. Now, all these *names* are nouns.

2. **Verbs.**—But we cannot speak about a thing without using another kind of word called a **verb**, to express what we mean in regard to the thing named :

A desk *stands*. Thunder *roars*. London *is* a city. Temperance *brings* health. John *beat* James.

In the following sentences, write the nouns in one column and the verbs in another :

1. Rain falls. 2. Smoke rises. 3. John broke the window. 4. The Thames flows. 5. Paris is a city. 6. Lucy visited Thomas. 7. The sun shines. 8. The teacher gave a holiday. 9. Robert spins a top. 10. Mary played a game.

3. **Adjectives.**—A mere name is not always a sufficiently definite sign of the meaning of a noun. Other words, called **adjectives**, are sometimes joined to it to denote colour, shape, size, kind, quantity, etc. :

A *blue* tie. A *black* dog. A *white* swan.
A *small* letter. A *capital* letter. A *round* table.
A *fine* pear. A *sweet* apple. *Twenty* dollars.

Underline the adjectives in the following sentences :

1. The man stole a brown muff. 2. A fine brown horse won the long race. 3. Many persons saw it. 4. Pleasant weather makes us cheerful. 5. Sweet sleep brings fairy dreams. 6. Three sunny days have followed two gloomy ones.

4. **Adverbs.**—A fuller meaning is often given to the verb, and also to the adjective, by the use of words called **adverbs**, to express time, place, manner, and degree :

He called *yesterday*. Go *quickly*. He will be *here to-day*. She sang *sweetly*. Richard was *very* angry. He was *exceedingly* sorry.

Underline the adverbs in the following sentences :

1. Try again. 2. Write carefully. 3. You will soon learn. 4. She behaves well. 5. It is very easy. 6. Step backward. 7. Nobody really tries to write carelessly.

5. Pronouns.—A certain kind of word may be used *instead* of a noun: namely a pronoun. The principal pronouns are:

I—me,	We—us,
He—him,	Thou or you—You,
She—her,	They—them,
It.	

Underline the pronouns in the following sentences:

1. I love a rose. 2. Do you? 3. It perfumes the garden 4. He told John we would come. 5. They brought us fruit. 6. She asked them to let her go.

6. Prepositions.—Certain words are used to show the relation in which things, and their actions and attributes, stand to other things. Such words are called prepositions, because they are usually *placed before* nouns:

He placed the boxes *on* the cart. You came *after* the time. She runs *across* the field.

Underline the prepositions in the following sentences:

1. The swallows built a nest above the window. 2. The door of the house was shut. 3. We stayed in the garden till evening. 4. He sat for some time under a tree. 5. She came before breakfast. 6. The dew is on the grass.

7. Conjunctions.—We sometimes wish to speak of two different things at one time, or to make two different statements about a thing. It is then necessary to *join* them by means of a conjunction, such as *and*, *but*, *either*, *or*, *if*.

Underline the conjunctions in the following sentences:

1. A cat and a dog played prettily on the floor. 2. The boy could write pretty well, but he could not read very nicely. 3. We shall improve it if we study. 4. Either Charles or Edward must go to the farm. 5. John's uncle owns a horse and cart. 6. To err is human, but to forgive is divine

8. Interjections.—Certain words may stand alone to express surprise, disgust, etc.:—

Oh! is John here! *Ah!* I wish he had come before. These are called interjections.

The written or printed sign of an interjection or exclamation is !

Exercise 4.

Name the *kinds of words* in the following, thus:

Many	girls	and	boys	ran	quickly	through	the	open	gate.
Adj.	Noun	Con	Noun	Verb	Adv.	Prep.	Adj.	Adj.	Noun.

1. A horse and a dog make good companions.
2. They cheer the weary traveller on a long journey.
3. Oh! do you see the poor starving beggar?
4. Give him a crust of bread from the pantry.
5. The sheep soon reached the river, but refused to cross.

6. She is far from the land where her young hero sleeps,
And lovers around her are sighing;
But coldly she turns from their gaze, and weeps,
For her heart in his grave is lying.—THOMAS MOORE.

VII. NOUNS.

NOTE TO TEACHERS.—The kind and the quantity of drill in nouns required for young scholars will depend on their previous training. If no oral training has been given, the teacher should make the pupils name the nouns in their reading lessons.

1. DEFINITIONS.—A noun is a word used as the name of anything that we speak about.

EXAMPLES.—*Man, boy, servant, Charles.*

Explanation.—These are names of *persons.* All names of persons are *nouns.*

EXAMPLES.—*Dog, horse, cow, cat, antelope.*

Explanation.—These are names of *animals.* All names of animals are *nouns.*

EXAMPLES.—*Town, street, city, church.*

Explanation.—These are names of *places.* All names of places are *nouns.*

EXAMPLES.—*Chair, pen, desk, fire, beauty, goodness.*

Explanation.—These are the names of *things.* All names of things are *nouns.*

2. There are three kinds of nouns:—

1. Common nouns. 2. Proper nouns. 3. Abstract nouns.

3. DEFINITION.—A proper noun is a word used as the name of some particular person, animal, place or thing; as, *John, Wellington, France, Toronto.* A proper name is a person or thing's *own name.*

4. Proper nouns always begin with capitals.

5. DEFINITION.—A common noun is a word that may be used as the name of each thing out of some class of things of the same sort; as, *man, boy, country, city.*

6. An abstract noun is the name of a quality or attribute; as, *goodness, hardness, justice.*

In the following sentences name the nouns. There are two in each sentence:—

1. The boys are in school. 2. The gardener cut down the tree. 3. The sun rises in the morning. 4. The minister preached a sermon. 5. Sometimes we see a ship, sometimes we ship a sea.

In the following sentences name the nouns, and tell whether they are proper, common, or abstract;

1. Wellington won the battle of Waterloo. 2. London is the largest city in the world. 3. In going from New York to San Francisco, we crossed the Rocky Mountains. 4. We are going to Ottawa next Saturday. 5. Coal, iron, and other minerals, are obtained from Nova Scotia. 6. The boy told a falsehood.

Exercise 5.

A.

Mention the *names of things*:—

1. In the school-room.
2. In the play-ground.
3. In the street.
4. Name persons you know.
5. Places you have seen or heard of.

Tell which of the nouns you have just given are common and which proper.

B.

Name the *nouns*, and tell whether *proper*, *common*, or *abstract*.

1. The bee is on the flower. 2. The bird was in the tree. 3. The cat will be in the kitchen. 4. The dog was in his kennel. 5. The horses are in the stable. 6. The bear roared in his den. 7. Where are the books? 8. Henry ran up the mountain. 9. The goat butted the child into a ditch. 10. The oak bears acorns. 11. Jerusalem is in Palestine. 12. Paris is in France. 13. Shakespeare was a great poet. 14. Pitt was a great orator. 15. The width of the river is great. 16. The boy was noted for his candour.

VIII. VERBS.

1. DEFINITION.—**Verbs are words, by means of which we are able to make an assertion about something.**

2. In sentences like these—

Men *laugh*,
Fishes *swim*,
Carthage *fell*,

there is but one word in each of the predicates; and as in every sentence the word by means of which we are able to make an assertion must be a verb, the words "laugh," swim," and "fell" are verbs.

3. In sentences like these—

The boy *strikes* the dog,
The child *sings* a song,

there are several words in the predicate. Now, in each of these sentences the *verb* is the particular word used

in making the assertion. In the first sentence the predicate is "strikes the dog," and the *verb* is "strikes;" in the second sentence the predicate is "sings a song," and the *verb* is "sings."

4. Frequently there are many words in the predicate. Thus—

Some birds of prey, having secured their victim, *fly very swiftly with it to their nests.*

Here the predicate consists of all the words printed in *italics;* but the *verb* is the single word "fly."

Name the verbs in the following sentences:

1. After school the children went to town. 2. Home they brought her warrior dead. 3. The wild goats live among the rocks. 4. Some birds fly very swiftly. 5. The camel is the ship of the desert. 6. The little girl said, "We are seven." 7. The moon revolves around the earth. 8. Studious boys become learned men.

Exercise 6.

A.

Add *verbs* to the following:

1. The boy ——. 2. The girl ——. 3. The birds ——. 4. The clock ——. 5. Kings ——. 6. The sun ——.

1. The apple —— sour. 2. The grapes —— ripe. 3. James —— here yesterday. 4. Soldiers ——. 5. Health ——. 6. London ——. 7. The lion ——.

B.

On NOUNS *and* VERBS.

1. *Name* six things that..... .....*run.*
2. " " " " .....*grow.*
3. " " " " .....*burn*
4. *Tell* " " " birds.....*do.*
5. " " " " horses..... "
6. " " " " dogs..... "

C.

Write a sentence on each of the following subjects—drawing one line under each *noun*, and two lines under each *verb*.

MODEL.—The polar bear lives in the arctic regions.

1. The polar bear. 2. The rainbow. 3. My cousin.

Change papers, and correct with reference to :

1. Spelling. 2. Capitals. 3. The period. 4. Whether the nouns and verbs are correctly underlined.

IX. LESSON ON NUMBER.

The river flows.
The rivers flow.

1. When we compare these two sentences, we see that the noun in the first sentence is "river;" in the second, it is "rivers."

2. The word "river" gives the idea of *one* of the things called rivers; but when we say "rivers," we get an idea of *more* than one.

3. DEFINITION.—Number is a variation in the form of nouns or pronouns, by means of which we show whether we are speaking of one of the things for which the noun stands, or of more than one.

4. There are two numbers of nouns—the *singular* number, which denotes one object, and the *plural* number, which denotes more than one object.

5. RULE.—Most nouns form their plural by adding *S* to the singular; as star, stars; neighbour, neighbours.

Write the plural of the following nouns :

1. Plant.	5. Reaper.	9. Garden.
2. Rainbow.	6. Serpent.	10. Wheelbarrow.
3. Wall.	7. Knell.	11. Water.
4. Danger.	8. Chestnut.	12. Apple.

6. Now let us take the verbs in the two sentences given above.

We say, "The river flow*s*," and
We say, "The river*s* flow."

7. We observe that with the singular, "river," the verb ends in *s*—"flow*s*"; while with the plural form "river*s*," the verb has not the *s*.

8. It is not correct to say, "The river *flow*." Neither is it correct to say, "The rivers *flow*s."

9. RULE.—When a verb denoting present time is joined with a noun subject in the singular number, the verb generally ends in *s*; but when joined with a noun subject in the plural number, the verb generally omits the *s*.

10. The most important principle in the English language is that the verb follows the number of its noun subject; that is—

If the noun is singular, the verb must be singular.

If the noun is plural, the verb must be plural.

11. This is expressed in the following

RULE OF AGREEMENT.—**A verb must agree with its subject in number.**

The horse works.

Here the verb "works" agrees in number with its subject, "horse." "Works" is singular because "horse" is singular.

The horses work.

Here the verb "work" agrees in number with "horses." "Work" is plural because "horses" is plural.

Are the following sentences good English?

1. Some boys *writes* carefully. 2. The splendour *fall* on castle walls. 3. The tops of the masts *appears* above the horizon. 4. The houses needs painting.

Write the following sentence:

The brave soldier falls in battle.

Now write the sentence so as to make it say that *more than one* brave soldier falls in battle.

Write this sentence:

The stars begin to twinkle.

Change it so as to make it speak of but *one* star.

Exercise 7.

In the following sentences, name the *Subjects* and the *Predicates*, and change their NUMBER.

MODEL.—The gate of the palace opens.

1. The gates of the palace open. 2. The thunders bellow over the waste of waters. 3. The schools reopen in September. 4. The greatest plateaus seem to be in Asia. 5. Little boys drive fat cows. 6. Persons become used to hardships and dangers.

1. The industrious boy works hard. 2. A dog knows the master. 3. The flower of the tea plant resembles wild roses. 4. The blackbird sings earlier than any of the other songsters. 5. The bee provides against want by making plenty of honey in summer. 6. The apple ripens in the month of August.

Change papers for corrections.

X. IRREGULAR NUMBERS.

1. We have learned the regular way of forming the plural of nouns. Now we must learn about those nouns that do not form their plural in the regular way.

2. First let us see the most irregular of all the nouns.

Singular.	*Plural.*	*Singular.*	*Plural.*
Ox.	Oxen.	Mouse.	Mice.
Child.	Children.	Tooth.	Teeth.
Man.	Men.	Sheep.	Sheep.
Woman.	Women.	Deer.	Deer.
Foot.	Feet.	Penny.	Pence.
Goose.	Geese.		

3. We have seen that the singular of verbs of present time generally ends in *s*, and that it differs from the plural only in having the *s*. Now, just as there are irregular plurals of *nouns*, so there are a few irregular plurals of *verbs*. Thus—

The plural of *is* is.....*are*.
" " " *was* is.....*were*.
" " " *has* is.....*have*.

4. As far as regards *number* in verbs, these are almost the only very irregular forms. Be very careful in every case to use the correct form of these words—that is, the form that will make the verb agree with its subject in number.

EXAMPLE.—The sentence "The children *has* gone to school" is incorrect, because the verb "has" does not agree in number with its subject, "children," since "children" is plural, while "has" is singular.

Exercise 8.

A.

Write sentences introducing *man*, *child*, *penny*, *ox*, *sheep*, and *woman* in the *plural;* and *mice*, *feet*, *teeth*, *sheep*, *geese*, and *pence* in the *singular*.

B.

Write these sentences, changing the number of the *nouns* and *verbs*.

MODEL.—Dutiful children obey their parents. *Changed*—A dutiful child obeys its parents.

MODEL.—My boy's tooth is decayed by eating sweetmeats. *Changed*—My boy's teeth are decayed by eating sweetmeats.

1. Men are mortal.
2. Sheep have valuable wool on their backs.
3. The oxen tread out the corn.

4. Little women sometimes have great minds.
5. These deer roam wild over the mountains.
6. The schools are conducted very well.
7. An honest man is the noblest work of God.
8. The child likes to play.
9. The woman washes clothes on the beach.
10. A deer is a beautiful animal.
11. The child is father of the man.
12. The ox was drawing the cart.

XI. IRREGULAR SINGULARS AND PLURALS.

1. In this lesson will be shown other irregularities in the *number* of nouns and of verbs.

2. Ending in Y.—In adding *s* to a noun or to a verb ending in *y*, preceded by a consonant, the *y* must first be changed into *ie*.

Note.—Remember that the *s* is added to the *singular* of a *noun* to make it *plural*, and to the *plural* of a *verb* to make it *singular*.

ILLUSTRATION.

Noun: *singular*—beauty; *plural*—beauties.
Verb: *plural*—beautify; *singular*—beautifies.

3. But if the *y* is preceded by a vowel, the *s* is added without any change; as: Noun: *singular*—valley; *plural*—valleys. Verb: *plural*—survey; *singular*—surveys.

4. Ending in S hard.—When a noun or a verb ends in *s*, *sh*, *ch* (hard), *x*, or *z*, *es* must be added; as: Nouns: *singular*—glass, bush, church, fox;

plural—glass-es, bush-es, church-es, fox-es. Verbs: *plural*—pass, rush, lunch, box; *singular*—pass-es, rush-es, lunch-es, box-es.

5. Ending in O.—Some nouns and verbs ending in *o* preceded by a consonant take *e* before adding *s*; as:

Singular. Cargo, negro. *Plural.* Cargo-es, Negro-es.

Note.—Other nouns, as *motto*, *grotto*, etc., take the *s* without any addition of the *e*.

Plural. Do, go. *Singular.* Does, goes.

Note.—*Does* and *goes* are almost the only instances of the kind among verbs.

6. Ending in the F sound.—Most nouns ending in *f* or *fe* form their plural by changing the *f* or *fe* into *ve* and adding *s*; as:

Singular. Leaf, wife, thief. *Plural.* Leaves, wives, thieves.

Exercise 9.

A.

Change the *number* of the following nouns:

Lady, baby, daisy, cherry, ferry, story, army, party, penny, navy, ivy, pony, valley, money, turkey, donkey, chimney, journey, pulley, jockey, monkey, survey, half, calf, thief, leaf, roof, princess, wharf, wife, knife, life, tax, patriarch, bush, skirmish, pinch, monarch, chorus, moss, hero, tyro, motto.

B.

Write sentences making use of the following verbs in both *numbers*:

Try, pity, spy, glory, study, reply, carry, copy, fancy, survey betray, array, pay, tax, push, wish.

XII. A LETTER CRITICISING AN EXERCISE.

NOTE TO TEACHERS.—In the plan of this book it is an essential feature that pupils should become the critics of one another's performances. Facility and correctness of expression can be acquired only by frequent and continuous practice, and exercises can be made frequent only when the teacher is relieved from the task of correcting masses of papers. Now, one of the best ways of doing this work is for the pupil to make his criticism in the form of a letter addressed to the teacher. It is only by reiterated practice that boys and girls attain correctness in the arrangement of the parts of a letter—in the dating, address, paragraphing, etc. Criticisms made in letter form will give the necessary drill, and as the scholars will always have some definite subject to write upon, the task will be done with pleasure and alacrity. The criticism need not be required to go beyond what the pupil has already learned.

We will now write a criticism in the form of a letter addressed to the teacher. The following model will show how this should be done.

The Exercise.

The sheep is a verry useful animal if it were not for the sheep we should have no close. Some farmers has them and get there wool. John Smith.

The Letter of Criticism.

Toronto, Ont., May 1, 1863.

Dear Sir,

I have to make the following report on John Smith's composition.

There *should be three sentences* in this composition, but it has only two periods. There should be a period after the word "animal," which ends the first sentence.

In spelling, I find three errors. "Very" is spelled *verry;* "clothes" is spelled *close;* and "their" is spelled *there.*

The last sentence contains a blunder in the use of the verb. The writer says "some farmers *has;*" but the verb should be *have,* according to the rule. "Verbs agree with their subjects in number."

Very truly yours,

Gould Brown.

To Mr. Richard Meredith.

Another Model—The Exercise.

The oxen of the farmer plows his field. Oxen eat grass. I seen a drove of oxen the other day.

Mary Jones.

The Letter.

Miss Florence Nightingale,—

My dear Teacher:

I do not find any mistakes in spelling in Mary Jones's composition on "The Ox."

Each sentence ends with a period.

But in the first sentence Miss Jones says, "oxen *plows*." This should be *plow*, according to the text-book, which says that when the subject is plural the verb should have no *s*.

I think the expression "I seen" is wrong. I do not know why it is wrong; but I should say "I *saw*."

Yours respectfully,

Anne Hathaway.

POINTS IN THE ARRANGEMENT OF A LETTER.

The arrangement of the parts of a letter is important. The following points are, therefore, to be attended to:

I. The *place* where it is written, and the *date*.

The day, month, and year should be given in full.

II. *The form of Address:* as Sir, Dear Sir, My dear Teacher, Dear Madam, according to circumstances.

The name of the person addressed may either precede the form of address, as in Model 2, or it may come at the close (left hand-side), as in Model 1.

III. *The narrative*, or letter proper.

Be careful to begin every new subject with a new *paragraph*.

IV. *The subscription:* as Yours truly, Yours faithfully, Your affectionate pupil, and then the *name* of the writer.

Exercise 10.

Let the pupils write short Compositions on the following subjects: *The Horse*—*Trees*—The Dog—Birds—The Sun.

The pupils will change papers, and each pupil will address a letter to the teacher pointing out the errors. Notice particularly the following points:

1. Spelling. 2. Capitals. 3. The period. 4. The plurals of nouns. 5. The forms of the verbs. 6. Other improvements.

NOTE TO TEACHERS.—The teacher will do well at the outset to be particular as to the manner in which these letters are written. Let him see that the mechanical execution is *perfect*. When pupils are well trained in this, and emulation in criticism is excited, the teacher will be saved a great amount of trouble, as the pupils will themselves do all the work of looking over exercises. But to be sure of this most desirable result, the teacher must be willing to take pains at the outset and see that the pupils are well grounded in the preliminaries. WHEN THE EXERCISES ARE CORRECTED, THEY SHOULD BE REWRITTEN BY THE PUPILS.

XIII. ADJECTIVES.

1. Thus far, the only kind of sentence that we really understand is this:

Flowers bloom. Water ripples. Art refines.

That is, we understand only about the simple subject, which is generally a noun, and about the simple predicate, which is a verb.

2. But it is often necessary to describe or limit the noun in some way, and also to tell something about the statement made by the verb.

3. Thus, we may wish to say—*Beautiful* flowers bloom; or, *beautiful* flowers bloom *early*.

4. Whenever we employ a word to describe or limit a noun, we are using what is called an *adjective.* "Beautiful" is an adjective. Whenever we employ a word to describe or limit the meaning of a verb, we are using what is called an *adverb.* "Early" is an adverb.

5. Write these sentences:

1. A *big* fire burns brightly.
2. *Three* carts were going along the road.
3. Bring me that book.

The word "big" is added to "fire" to tell what sort of fire it is; the word "three" is added to "carts" to tell how many carts there were; and the word "that" is added to "book" to tell which book is meant.

6. DEFINITION.—**An adjective is a word used with a noun to denote some quality, attribute, or fact.**

7. They may be divided into *qualitative* adjectives, *quantitative* adjectives, and *demonstrative* or *determinative* adjectives.

8. Qualitative adjectives denote some *quality* or *attribute.*

Color..... A *white* horse. A *black* dog. A *red* book.
Size..... A *large* horse. A *small* cottage. A *broad* road.
Kind..... A *fierce* tiger. A *gentle* lamb. *Fine* weather. A *hard* rock.

9. Quantitative adjectives show the *quantity* of a thing:

Number { 1. *Fixed.* *One* ox. *Two* oxen. *Three* cows.
2. *Uncertain.* *Some* persons. *All* children. *Many* children. *Few* girls. *No* men.

Mass or bulk { *Some* tea. *Much* sugar. *Little* milk. *Any* bread.

9. Demonstrative adjectives *point out* which thing or things we are speaking of, out of the class of things denoted by a common noun.

This horse (the *nearer* one pointed at).
That horse (the *farther* one pointed at).

10. The words *a* (or *an*) and *the* had a particular name of their own. They were called the articles.

11. *A* was called the indefinite article; *the*, the definite article.

12. *An*, is used before words beginning with vowel sounds; *a*, before words beginning with consonant sounds.

EXAMPLE.—*A* man; *a* house; *a* year; *a* wonder; *a* use. *An* art; *an* end; *an* heir; *an* urn.

NOTE.—*A, E, I, O, U,* are the vowels. *W* and *Y* are consonants when they begin a syllable; otherwise, vowels.

13. Adjectives formed from proper nouns are called *proper adjectives*. They are illustrated in the following sentences:

1. The *Russian* Government is a despotism.

2. The *Italian* people are fond of music.

3. The *British* Constitution is a monument of political wisdom.

Nouns.	*Adjectives.*
Russia.	Russian.
Italy.	Italian.
America.	American.

14. As proper *nouns* are always written with capitals, so *adjectives* derived from them are also written with capitals.

State the mistakes in the following:

The *russian* government; The *italian* people.

15. The adjective formed from the proper noun Switzerland is Swiss; from the proper noun China is Chinese.

Write the adjectives formed from the following nouns:

Spain, Scotland, Japan, France, Germany, Ireland, Africa, Australia, Turkey, Canada, Paris, England.

Exercise 11.

A.

Select the *adjectives*.

1. The dashing waves beat on a rock-bound coast. 2. A large garden is not always a profitable garden. 3. A handsome flower is not always a sweet-smelling flower. 4. Some men murmur when their sky is clear. 5. There is a special providence in the fall of a sparrow. 6. In the 16th century the Spanish nation was one of the leading European powers. 7. All horned animals are ruminant. 8. The cutting of the Dutch dikes let in the waters and drove out the Spanish invaders.

B.

Write a sentence on each of the following subjects, introducing a *noun*, an *adjective*, and a *verb*. Number the *nouns* 1; the *verbs* 2; and the *adjectives* 3.

MODEL.—Trees: 3 1 2 1 Large trees grow in Canada.

1. Flowers. 2. The Rainbow. 3. Army. 4. Railroad.

Change papers for correction.

C.

Write sentences introducing the adjective forms of the following proper nouns. Underline the *adjectives.*

MODEL.—Switzerland: *Swiss* scenery is celebrated for its beauty.

1. Africa. 2. India. 3. Canada. 4. Japan.

Let the teacher read over a short, easy passage, and let the pupils make an abstract of it from memory, underlining all the *adjectives.*

Change papers, and correct with reference to—

1. Spelling. 2. Capitals. 3. Form of verbs. 4 Whether the adjectives are correctly underlined.

XIV.—COMPARISON OF ADJECTIVES.

A *tall* man.

A *taller* man.

The *tallest* man.

1. Here are three adjectives—"tall," "taller," "tallest." You see that "taller" and "tallest" have a kind of relationship to "tall." You see that "taller" is just tall+er, and "tallest" is tall+est.

2. When we hear a *taller* man spoken of, we get the idea that, comparing him with some other man, the *taller* has *more* of the quality that we call *tallness.* Also that the *tallest* man has the *most* of this quality. In grammar, such a change of adjectives as from *tall* to *taller* and *tallest* is called *comparison.*

3. Definition.—Comparison is a variation of the form of an adjective to express the quality in different degrees.

Taller is called the *comparative* degree.
Tallest is called the *superlative* degree.

Tall—the simple form of the adjective—is called the *positive* degree.

4. Rule.—The comparative degree is formed by adding er to the positive.

5. Rule.—The superlative degree is formed by adding est to the positive.

Positive.	*Comparative.*	*Superlative.*
Sharp.	Sharp*er*	Sharp*est.*
Grand.	Grand*er*	Grand*est.*

Note.—It is important to note that the addition of *er* and *est* sometimes causes the root-word to undergo certain changes of form

ILLUSTRATIONS.

Blue + er=not *blueer*, but *bluer.*

Red + er=not *reder*, but *redder.*

Happy + er=not *happyer*, but *happier.*

Rules for Spelling Adjectives.—1. When an adjective ends in *e*, the *e* is dropped before adding *er* or *est.*

II. When an adjective ends in a single consonant preceded by a single vowel, that single consonant is doubled before *er* and *est.* Red+er=redder; but sweet+er=*sweeter*, because the *t* is preceded by *two* vowels.

III. When an adjective ends in *y* preceded by a consonant, the *y* is changed to *i* before adding *er* or *est*. Happy+er=*happier;* but gray+er=*grayer*, because the *y* is *not* preceded by a consonant.

6. When the addition of *er* or *est* would make a word too long to be pleasant to the ear, the comparative is formed by putting *more* before the positive, and the superlative by putting *most* before the positive; as *beautiful*, *more beautiful*, *most beautiful.*

Form the comparative and superlative of —

1. Doleful. 2. Generous. 3. Terrible.

7. There are some old English adjectives whose comparatives and superlatives are not formed in the ordinary way.

Positive.	Comparative.	Superlative.
Bad	Worse	Worst.
Good	Better	Best.
Little	Less	Least.
Many	More	Most.
Much	More	Most.

Exercise 12.

A.

Select the *adjective*, and tell the *degree* of comparison:

1. The best exercises. 2. A prudent man. 3. Most excellent advice. 4. A bigger basket. 5. The strongest ox. 6. The most learned of men. 7. A very elegant dress. 8. A useful invention. 9. A magnificent Italian sunrise. 10. The prettiest girl.

B.

Write sentences containing these *adjectives:*

1. Brilliant. 2. Skilful. 3. Wooden. 4. Interesting. 5. More [illegible]. 6. Imperfect. 7. Zealous. 8. Most pleasant. 9. Pleas[illegible]. 10. Worst.

[illegible] papers, and write letters of criticism.

XV. SENTENCES WITH ADJECTIVES.

1. A noun may have *one* adjective to describe it, or it may have many adjectives.

1. *Pure* water is the best.
2. *Pure*, *clear* water is the best.
3. *Pure*, *clear*, *sparkling* water is the best.

1. The St. Lawrence is *longer* than the Thames.
2. The St. Lawrence is *longer* and *wider* than the Thames.
3. The St. Lawrence is *longer*, *wider*, and *grander* than the Thames.

1. Bacon was the *brightest* of mankind.
2. Bacon was the *brightest* and *wisest* of mankind.
3. Bacon was the *brightest*, *wisest* and *meanest* of mankind.

2. PUNCTUATION.—In a series of adjectives belonging to the same noun, a comma is placed after each adjective except the last; but when *two* adjectives are joined by *and*, *or* or *nor*, or *either* or *neither*, the comma is omitted.

ILLUSTRATIONS.

1. "Pure, clear water is the best"—one comma to separate the two adjectives.

2. "The St. Lawrence is *longer* and *wider* than the Thames"—*two* adjectives linked by "and," hence not separated by a comma.

3. "Pure, clear, sparkling water is the best"—two commas to separate the three adjectives.

4. "The St. Lawrence is *longer*, *wider*, and *grander* than the Thames"—two commas use dto separate the three adjectives.

3. The sentence—

"Bacon was the brightest, wisest, meanest of mankind" may be broken up into the following statements:

1. Bacon was the brightest of mankind.
2. Bacon was the wisest of mankind.
3. Bacon was the meanest of mankind.

4. In like manner, a number of separate statements may be combined into one simple sentence by taking out the adjective part from each.

ILLUSTRATION.

1. In the morning a sailor came on board.
2. He was a fat sailor.
3. He was a jolly sailor.
4. He was a red-nosed sailor.

Combined: In the morning a fat, jolly, red-nosed sailor came on board.

Exercise 13.

A.

Combine each set into one single sentence by taking out the *adjective* part from each statement, as in the model above:

1. One day my mother gave me an orange. 2. It was a very large orange. 3. It was a round orange. 4. It was a red orange. 5. It was a sweet orange.

1. Last Christmas my father gave me a dress. 2. It was a new dress. 3. It was a silk dress. 4. It was a costly dress. 5. Its colour was blue. 6. It was a beautiful dress.

1. I once had a friend. 2. She was a true friend. 3. She was a generous friend. 4. She was a noble-hearted friend. 5. She was a loving friend.

1. James Webster lost some marbles. 2. They were small marbles. 3. They were round marbles. 4. They were white marbles. 5. They were polished marbles.

1. A boy ran away from school yesterday. 2. He was a cross boy. 3. He was a quarrelsome boy. 4. He was a lazy boy.

1. The speaker had a voice. 2. It was a shrill voice. 3. It was a thin voice. 4. It was a piping voice. 5. It was a disagreeable voice.

1. The Himalayas extended across Asia. 2. The Himalayas are lofty. 3. The Himalayas are majestic. 4. The Himalayas are snow-capped.

B.

Change papers for correction. Attend particularly to the punctuation of the adjectives.

Punctuate the *adjectives* in the following passages:

1. The sailor had a large strong hard and sunburned hand.

2. The garden was filled with rare costly beautiful sweet-scented flowers.

3. Hattie had a short sensible well-written well-spelled and well-punctuated composition.

4. The Condor is the largest strongest swiftest and most tireless of birds of prey.

5. The lofty majestic snow-capped Himalayas extend across Asia from east to west.

XVI. PREDICATE ADJECTIVES.

1. The adjectives that we have thus far taken notice of have been adjectives that have preceded the nouns they described. Thus—

1. *Beautiful* flowers bloom.

2. The *blue* sky shines above us.

2. Adjectives belong to nouns, but they do not always *precede* the nouns to which they belong.

ILLUSTRATIONS.

1. The flowers are *beautiful.*
2. The sky is *blue.*

"Beautiful" and "blue" are just as much adjectives in these sentences as they are in the first sentences, and they belong to exactly the same nouns. In both cases "beautiful" describes "flowers," and "blue" describes "sky." But in the last sentences they are in the *predicate.*

3. An adjective *always* either accompanies the noun it describes, or else it is in the predicate after the verb *be.* In the latter case the noun it describes is the *subject* of the sentence. Thus, in the sentence "The flowers are beautiful," the subject is "flowers," and it is described by the adjective "beautiful." Such an adjective is called a *predicate adjective.*

ILLUSTRATIONS.

1. In summer the days are *long.*

Here "long" is the predicate adjective, and limits "days."

2. The Captain was *brave*, *prudent*, and *wise.*

"Brave," "prudent," and "wise," are predicate adjectives limiting "Captain."

4. Predicate adjectives are punctuated in the same way as adjectives that precede nouns.

Exercise 14.

1. Make a sentence telling three qualities of *the ocean*—expressing the qualities by *predicate adjectives.*

MODEL.—The ocean is *deep*, *dark*, and *stormy*.

Make sentences telling two qualities of each of the following—expressing the qualities by *predicate adjectives* :

Glass—Trees—Roses—Camel—Canary—Dog—Wolf—Horse—Ship—Queen—Prince.

Change papers, and write letters of criticism.

XVII. POSSESSIVE FORM OF NOUNS.

1. We are now to learn about a change in the form of nouns which gives them the power of adjectives.

2. Compare—

This coat.....with....*John's* coat.
The *small* shoes..with....*ladies'* shoes.
A *fine* house.....with....*father's* house.

This, Small, Fine } are adjectives.

3. Now what shall we say about "John's" and ladies," and "father's?" These words seem to have the same use as "this" and "small" and "fine," for each of these words limits the noun with which it is joined. The words "John's," "ladies'," "father's" are generally called nouns in the *possessive case.*

4. DEFINITION.—The possessive case is that form of a noun (or pronoun) which shows that something belongs to the person or thing for which it stands.

5. RULE I.—The possessive singular of a noun is formed by adding the apostrophe and s('s) to the subject-form of the noun. Thus, subject-form, *boy :* possessive case, *boy's ; man :* possessive case, *man's ; horse :* possessive case, *horse's.*

6. RULE II.—The possessive plural of nouns that have their plural in s (that is, regular plural) is formed by writing merely the apostrophe after the s. Thus, plural subject-form, *boys:* possessive, *boys'; ladies:* possessive, *ladies'*. But if the plural does not end in s, as *men*, then add the apostrophe and s for the plural. Thus, *men:* possessive *men's*.

ILLUSTRATIONS.

Subject-Form.	*Possessive Singular.*	*Possessive Plural.*
Lion.	Lion's	Lions'.
Scholar.	Scholar's.	Scholars'
Valley.	Valley's.	Valleys'.
City.	City's.	Cities'.
Wife.	Wife's.	Wives'.
Potato.	Potato's.	Potatoes'.
Fox.	Fox's.	Foxes'.
Calf.	Calf's.	Calves'.
Dwarf.	Dwarf's.	Dwarfs'.
Tooth.	Tooth's.	Teeth's.
Brooch.	Brooch's.	Brooches'.
Sheep.	Sheep's.	Sheep's.
Child.	Child's.	Children's.
Moses.	Moses's	(No plural.)
Davis.	Davis's.	(No plural.)
Jacobs.	Jacobs's.	(No plural.)
James.	James's.	(No plural.)

The pupils may give the reason for the spelling of all the possessive plurals in the above list.

Exercise 15.

A.

Put the following expressions into the *possessive form:*

MODEL.—The bonnet of Mary: possessive form —Mary's bonnet.

1. The sword of the General. 2. The Church of St. Stephen. 3. The house of Mr. Jacob. 4. The house of Mr. Jacobs. 5. The carriage of the Empress. 6. The lap-dog of the Duchess. 7. For the sake of pity. 8. The tail of the sheep. 9. The tails of several sheep. 10 The hoofs of the oxen.

B.

Write the following singular possessives in the *plural form:*

1. The horse's teeth. 2. The deer's horns. 3. The child's playthings. 4. The hero's harp; the lover's lute. 5. A woman's dress. 6. The soldier's gun. 7. Our teacher's greatest desire. 8. A prince's favor. 9. The sparrow's nest. 10. The gentleman's umbrella.

C.

1. Write two sentences on each of the following words, using the possessive form in the singular with the first sentence, and the possessive form in the plural with the second:

Elephant—King—Sheep—Lady.

Change papers for correction. Write letters to your teacher, pointing out the mistakes in your classmate's exercise, so far as regards the possessive nouns.

XVIII. ADVERBS.

The big fire burns *brightly.*
That book is *exceedingly* dear.
Some birds fly *very swiftly.*

1. The word "brightly" modifies the meaning of the verb "burns;" "exceedingly" modifies the meaning of the adjective "dear;" "very" modifies

the meaning of the adverb "swiftly." "Brightly," "exceedingly," "very," are *adverbs*.

2. DEFINITION.—An adverb is a word which shows the conditions of place, time, manner, degree, cause, effect, &c., which modify or limit an action or attribute.

3. *When*, *where*, or *how* a thing occurs can be expressed only by the words called adverbs. For example:—

I saw my uncle [When?] *lately*..... Time.
I met him [Where?] *here*..... Place.
He spoke to me [How?] *pleasantly*..... Manner.

Words that express *time*, *place*, and *manner* are adverbs, because they are used with verbs in the same way as adjectives are used with nouns.

4. Adverbs lay stress on *adjectives*:

This ink is black..... Simple quality

This ink is *very* black..... } Degree expressed by
That ink is *too* black..... } "very," "too," "rather."
That ink is *rather* black..... }

5. Adverbs of *degree* may also be used to add force to other *adverbs*:

She plays nicely..... She plays *very* brilliantly.
He talks hastily.....He talks *too* hastily.
The bird is there.....The bird is *exactly* or *just* there.

6. Most adverbs end in *ly*. This suffix literally means *like*; thus, *gayly* means literally *gay-like*.

What does *sweetly* mean? *nicely*? *splendidly*?

7. We may take almost any adjective and add the suffix *ly* to it, and we shall have an adverb. The adverb will always mean *in the manner of the quality* denoted by the adjective from which it is made. Thus:

Adj. Gay + ly = adv. gayly: *in a gay manner.*
Adj. sweet + ly = adv. sweetly: *in a sweet manner.*
Adj. Nice + ly = adv. nicely: *in a nice manner.*

NOTE.—Most words ending in *ly* are adverbs. But there are a few that are not. Thus *lovely* is not an adverb, but an adjective. By the following rule you can generally tell adverbs from adjectives; if the *ly* is added to an adjective, it forms an adverb; if the *ly* is added to a noun, it forms an adjective. In *lovely* the *ly* is added to a noun—*love:* hence, *lovely* is an adjective. In *kindly* the *ly* is added to an adjective—*kind:* hence *kindly* is an adverb.

8. Some adverbs do not end in *ly*. They are generally short words denoting *time*, *place*, *manner* or *cause*, *affirmation* or *negation*, *repetition*, and *quantity* or *degree*.

Pupils will write on their slates the following list:

Adverbs of TIME: *lately; early; soon; now; then; when.*
Adverbs of PLACE AND ARRANGEMENT: *here; there; above; below; firstly; secondly.*
Adverbs of MANNER: *well; ill; how; every; so; as.*
Adverbs of CAUSE AND EFFECT: *why; therefore; whence; wherefore.*
Adverbs of AFFIRMATION AND NEGATION: *not; no; nay; yea.*
Adverbs of REPETITION: *once; twice; thrice.*
Adverbs of QUANTITY OR DEGREE: *quite; least; much; almost.*

9. Adverbs are compared in the same manner as adjectives.

Positive.	*Comparative.*	*Superlative.*
Soon.	Sooner.	Soonest.
Sweetly.	More sweetly.	Most sweetly.

Exercise 16.

A.

Underline the *adverbs;* and tell to which class they belong.

1. The wind blew terribly. 2. The boys swim badly. 3. I know where he did it, when he did it, and why he did it. 4. Charles was here already. 5. The stars are very bright. 6. We must win now or never. 7. The eagle flies exceedingly high. 8. Alice's exercise is well written. 9. We shall not fail. 10. The newspaper comes out daily. 11. Few men are always happy. 12. This lesson has not been perfectly prepared.

B.

Insert the *adverbs* that are omitted:

1. Wild flowers fade ——. 2. Glass is —— brittle. 3. The exercise is —— written. 4. Young people should rise ——. 5. The boy has —— returned. 6. Well-baked bread is —— wholesome. 7. —— will you come? 8. Tell him to walk —— 9. You may go ——. 10. We shall rest ——.

C.

1. Make six sentences containing adverbs of *time*.....
2. Make six sentences containing adverbs of *place*.....
3. Make six sentences containing adverbs of *manner*.....

Using the verbs *come, go, call, walk, run, jump, fly, sing, cry.*

4. Make six sentences containing adverbs of *degree*.....

Using the adjectives *soft, hard, sweet, bitter, fine, blue.*

XIX. PHRASES.

1. The *armoured* man.
2. Our *sea-side* cottage.
3. A *beautiful* thing.

1. In these expressions the words "armoured," "sea-side," "beautiful," are *adjectives*.

2. We may give the same idea by saying,

1. The man *in armour*.
2. Our cottage *by the sea-side*.
3. A thing *of beauty*.

3. Take these beautiful words of the poet Shelley:

Like a glow-worm golden
In a dell *of dew*,
Scattering unbeholden
Its ærial hue.

The words "in a *dewy* dell" would convey the same sense as "in a dell *of dew*."

4. In the expressions "in armour," "by the sea-side," "of beauty," "armour," "sea-side," and "beauty" are *nouns*. The words "in" and "of" are *prepositions*. In the expression "the man in armour," the preposition "in" joins "armour" to "man." In the expression "by the sea-side," the preposition "by" joins "sea-side" to "cottage." In the expression "a thing of beauty," the preposition "of" joins "beauty" to "thing."

5. DEFINITION.—**A preposition is a word placed before a noun or pronoun, by means of which we show the relation in which things, and their actions and attributes, stand to other things.**

6. We have in English about fifty of these prepositions. Six of the most used are *to*, *of*, *for*, *from*, *with*, *by*.

7. DEFINITION.—**A preposition with its accompanying noun is called a phrase.**

ILLUSTRATIONS.

1. Brevity is the soul of *wit*.
2. There is no terror *in your threats*.
3. For I *in spirit* saw thee move
   Through circles of the bounding sky.
4. Four angels with *flaming swords* guarded the gates of *Paradise*.

8. A single word may often be changed into a phrase. For example:

Single Words.	*Phrases.*
He leaves *early*	..He leaves *at an early hour*.
You stood *here*.	...You stood *on this spot*.
We shall come *speedily*...	We shall come *with speed*.

Exercise 17.

A.

Name the *prepositions:*

1. The sheep are in the meadow. 2. The room is full of children. 3. He lives in the old cottage at the foot of the hill. 4. My book is below yours. 5. You came after the time. 6. The dog runs across the field.

B.

Select the *phrases:*

1. The trees of the garden are loaded with fruit. 2. I walked yesterday from our house to the church. 3. The river flows down the valley. 4. The boy in the boat caught a fish with a line. 5. A sailor at sea looks hopefully for land. 6. The child met me on the road.

C.

Change the italicized words into *phrases:*

1. It is pleasant to lie on a *flowery* bed. 2. The army advanced *hastily*. 3. Jenny Lind sang *sweetly*. 4. *Sensible* men sometimes differ in opinion. 5. There were no railroads *then*.

D.

Supply appropriate *prepositions*. Tell what words are joined, and name the *phrases* formed.

EXAMPLE.—The visitor passed *through* the gate.

1. I saw a man —— a long, white beard. 2. Swallows build —— the eaves of houses. 3. The mighty Andes rise —— the clouds. 4. The sun is eclipsed by the passage of the moon —— his disk. 5. The orator was received —— applause.

E.

Make sentences with the following *phrases:*

MODEL.—The horse stands *in* his stall.

In the house, *on* the table, *at* the school, *by* the waterside, *to* the church, *into* the shop, *toward* High Street, *up* the hill, *down* the hill, *from* the farm, *over* the river, *across* the bridge, *under* the tree, *above* the water, *behind* the curtain, *before* the glass, *near*

the fire, *through* the field, *beyond* the gate, *among* the corn, *since* yesterday, *till* to-morrow, *during* the shower, *after* the storm.

F.

Express by *single words* the meaning of the phrases in italics:

1. A man *of courage* does not fear death.
2. We sailed on the river by *the light of the moon.*
3. The antlered monarch sprang *in haste* from his couch *of heather.*
4. Learning is the eye *of the mind.*
5. A settler *from Australia* returned last week.
6. People *at this time* live better than they ever did before.

XX. ADJECTIVE AND ADVERBIAL PHRASES.

1. There are two kinds of phrases:

I. Adjective phrases.

II. Adverbial phrases.

2. A phrase is an adjective phrase when it takes the place of an adjective; that is, when it limits a *noun.*

ILLUSTRATIONS.

1. The man *in armour.*
2. A thing *of beauty.*

The phrase "in armour" limits the noun "man;" the phrase "of beauty" limits the noun "thing." The phrase "in armour" is equivalent to the adjective "armoured;" the phrase "of beauty" is equivalent to the adjective "beautiful." Hence these are adjective phrases.

Adjective Phrases.	*Adjectives.*
A person *of note*.	A *noted* person.
A man *of good character*	A *good* man.
A settler *in, of,* or *from* Australia.	An *Australian* settler.
Property belonging *to me*	*My* property.
(Pleasant) *to the taste*	*Palatable.*
(Made) *of wood*	*Wooden.*
(Full) *of anxiety*	*Anxious.*

3. A phrase is an adverbial phrase when it takes the place of an *adverb.*

ILLUSTRATIONS.

1. A great man lives *here.*

The word "here" is an adverb: it limits the verb "lives." Instead of the *word* "here," we may substitute the *phrase* "in this place."

2. A great man lives *in this place.*

As the phrase "in this place" limits the verb "lives," it must be an *adverbial* phrase.

3. The army advanced *rapidly.*

In place of the adverb "rapidly," we may substitute the *phrase* "with rapidity." As this phrase limit s the verb "advanced," it is an adverbial phrase.

Exercise 18.

A.

Select the *phrases*, and tell whether they are *adjective* or *adverbial.*

1. Silk-worms are not reared in this country. 2. The wool of the sheep is clipped every year. 3. The boy stood on the burning deck. 4. The house with the seven gables still stands. 5. Cæsar returned in triumph. 6. Books of travel are very interesting.

B.

Change the following phrases into *adjectives* or *adverbs:*

1. In a hurry. 2. In rags. 3. A chain *of silver.* 4. Grapes *from*

Spain. 5. With joy. 6. With sorrow. 7. In a calm manner. 8. By force. 9. In a beautiful manner.

Change papers for correction, and address letters to the teacher criticising the exercises.

XXI. LESSON IN MAKING SENTENCES WITH PHRASES.

1. The Professor *of the University* gave prizes.

Here we have one phrase, "of the University."

2. The Professor *of the University* gave prizes *for scholarship.*

Here we add a second phrase, "for scholarship."

3. *On Convocation-day, the Professor of the University* gave prizes *for scholarship.*

Here we add a third phrase, "on Convocation-day."

4. It is very easy to take a number of statements, each containing a phrase, and combine them all into a single sentence, just as we did in a former lesson in the case of a number of statements with adjectives.

ILLUSTRATION.

1. Columbus returned from his voyage.

2. He returned from his voyage to the West Indies.

3. He returned in 1493.

These may be combined thus:

1. Columbus returned from his voyage to the West Indies in 1493; or,

2. In 1493 Columbus returned from his voyage to the West Indies; or,

3. Columbus, in 1493, returned from his voyage to the West Indies.

5. When we have a number of phrases in a sentence, it often becomes a nice question to decide how we shall arrange them. In the above illustration, the second form is better than the first. The reason is that, in the first form, both the phrases, "from his voyage to the West Indies" and "in 1493" are crowded together at the end of the sentence.

6. The only rule that can be given in this matter is that where the phrases *can* be changed in position, they should be so placed as to make the sentence sound most agreeable to the ear.

Exercise 19.

Combine the following statements into *single sentences*, each containing but one subject and one predicate, and each bringing in all the *phrases* in the group. The principal statement is given first:

1. *The first Reform Bill was passed.* It was passed after a severe struggle. It was passed in 1832.

2. *The battle began.* It began the next morning. It began at daybreak. It began in terrible earnest.

3. *Printing was invented.* It was invented in Germany. It was invented in the fourteenth century. It was invented by Gutenberg.

4. *The General took his departure.* He took his departure from the city. He took his departure amidst the tears of his officers.

5 *The Yosemite Valley is noted.* This valley is in California. It is noted for its magnificent scenery.

Change papers for correction. See if each sentence is a simple sentence, and whether the phrases are arranged in the best order. Then write letters of criticism.

XXII. NOUNS IN APPOSITION.

1. Here is a sentence which illustrates a use of nouns which we have not had thus far:

William, *the blacksmith*, shoes horses.

The subject of this sentence is "William;" the predicate is "shoes horses."

2. What effect have the words "*the blacksmith?*" They explain *which* "William" is meant.

A noun thus used is called a noun in *apposition.*

3. DEFINITION.—**A noun used to explain another word is called a noun in apposition.**

4. A noun with this explanatory use may itself be described by an adjective, or a number of adjectives, or by a phrase.

ILLUSTRATION.

1. Livingstone, *the great African traveller*, was born in Scotland.

5. PUNCTUATION.—An explanatory noun, or expression, is set off by a comma or by commas.

6. The following statements may be combined into one sentence:

1. Howard was loved by all.
2. Howard was a *philanthropist.*
3. He was a distinguished philanthropist.

Combined: Howard, the distinguished philanthropist, was loved by all.

In the following exercise, each group of statements is to be combined into a simple sentence in the manner above shown.

Exercise 20.

A.

Combine into *single sentences*, using the noun printed in italics *in apposition* with the noun which it explains.

1. James Watt was born in Greenock. He was the *inventor* of the steam-engine.

2. Shakespeare wrote "Macbeth." He was an English *poet*. He was an illustrious poet.

3. Benjamin Franklin learned his trade. Benjamin Franklin was a *philosopher*. He was a distinguished philosopher. He learned his trade in the office of his brother.

4. David slew Goliath. David was the *son* of Jesse. Goliath was a *Philistine*.

5. William the Conqueror defeated Harold. Harold was the Saxon *king*.

6. The whale is found in the Arctic and Antarctic seas. The whale is the largest [*mammal*] of mammals.

7. Coral is highly prized for ornaments. Coral is a *secretion* from the body of an animal. This animal is called a polyp.

8. Sago is excellent for sick people and young children. Sago is a *food*. It is a cheap food. It is a nourishing food.

B.

Let each pupil compose a similar group of statements to be combined in the same way.

XXIII. VERBS WITH OBJECTS.

2. We have thus far considered only one kind of noun—the kind found is such sentences as

Birds *fly*.

Fishes *swim*.

The verb "fly" with its subject makes a complete statement; so does the verb "swim."

2. But take the following verbs:

Columbus *discovered* ——.

James Watt *invented* ——.

These are not complete statements: they do not make full sense. We ask, Discovered *what?* Invented *what?* We are waiting to be told of some object that Columbus discovered, some object that Watt invented.

3. We may make complete statements in this way:

Columbus discovered *America.*

James Watt invented the *steam-engine.*

What was "discovered" was "America." What was "invented" was the "steam-engine."

4. Verbs that make complete statements by themselves are called *complete* verbs.

5. Verbs that do not make complete statements by themselves, but require some word to complete the sense, are called *incomplete* verbs.

6. These are the two great classes into which all verbs are divided—*complete* and *incomplete* verbs.

7. Almost all the incomplete verbs are completed by nouns, called their *object;* as, Thomas bought a *kite;* Men hate their *enemies.*

Verbs that take objects are called transitive verbs.

NOTE.—When a verb is followed by a number of noun-objects, the nouns are to be separated by commas, in the same manner as the adjectives in a series. Thus: All children require clothing, food, lodging, and instruction.

8. The verb *be* is generally an incomplete verb; and its meaning may be completed either by *nouns* or by *adjectives*.

9. Do the words "Gold *is*" make a full statement? *Ans.* No. Do the words "Wellington *was?*"

We may complete the sense in this way:

Gold is *yellow.*
Gold is a *metal.*
Wellington was *prudent.*
Wellington was a *general.*

10. In the sentences "Gold is yellow," "Wellington was prudent," the verbs "is" and "was" (parts of the verb *be*) are completed by *adjectives*—"yellow" and "prudent."

NOTE.—The verb *be* is the only verb that is completed by an *adjective*, except a few verbs, such as *feel, look, grow*, etc., which contain in themselves the *sense* of the verb *be*. We shall see about these afterwards.

11. An adjective that completes the sense of the verb *be* is called a *predicate adjective.*

12. In the sentences "Gold is a *metal*," "Wellington was a *general*," the verbs "is" and "was" are completed by *nouns*—"metal" and "general." A noun that completes the verb *be* is not called its *object*, but is called the *predicate nominative.* This means that the noun in the predicate means *the same person or thing as the noun forming the subject.*

Exercise 21.

A.

Name the *verbs*, and tell which are *complete*, and which are *incomplete:*

1. The India-rubber tree grows in Brazil.
2. The teacher instructs his pupils.
3. Cæsar invaded Britain.
4. The moon moves round the earth.
5. Rivers are large streams of fresh water.
6. Milton wrote "Paradise Lost."

B.

Fill out the blanks; first by a *predicate noun*, then by a *predicate adjective*. When done, unite the two in one sentence.

EXAMPLE.—Iron is ——. Iron is a *metal*. [Predicate nominative.] Iron is *hard*. [Predicate adjective.] Iron is a *hard metal*. [Sentences united.]

1. Iron is ——. 2. Sugar is ——. 3. Milton was ——. 4. Clarissa will be ——. 5. The sky is ——. 6. The moon is ——. 7. Diamonds are ——. 8. James has been ——. 9. This church is ——. 10. Queen Victoria is ——.

XXIV. REVIEW OF NOUNS.

I. A noun may be used as the *subject of a verb;* as, *Columbus* discovered America.

II. It may be used as the *predicate nominative;* as, The discoverer of America was *Columbus*.

III. It may be used as the *object of a verb;* as, We should honour *Columbus*.

IV. It may have an *adjective* use [possessive case]; as, *Columbus's* discovery was a great event.

V. It may have an *explanatory* use; as, That great man, *Columbus*, discovered America.

VI. It may be used with a preposition *to form a phrase;* as, A new continent was discovered *by Columbus*

1. Nouns have precisely the same *form* when used as the subjects of verbs, as predicate nominatives, as the objects of verbs, as explanatory, and in phrases.

1. The *sea* [subject] surrounds the globe.

2. Homer loved the *sea* [object].

3. That great body of water, the *sea* [explanatory], surrounds the globe.

4. Ships sail *on* the *sea* [phrase].

2. Used as an adjective, the noun undergoes the change of form called the possessive case.

The *sea's* depth is many miles.
In my *Father's* house are many mansions.

3. A noun used as the subject of a verb or as a predicate nominative is said to be in the *nominative* case; used as an adjective, it is said to be in the *possessive* case; used as the object of a verb, or joined to another word by a preposition, it is said to be in the *objective* case. A regular arrangement of the *cases* of a noun is called its *declension*; as—

	Singular.	*Plural.*
Nominative	girl	girls.
Possessive	girl's	girls'.
Objective	girl	girls.

Exercise 22.

A.

Tell the case of each *noun*:

1. A shepherd watches sheep. 2. Mary will see the mayor 3. The teacher's book fell on the floor. 4. John's little boy plays. 5. John's little boy, William, plays. 6. The whale is a mammal. 7. The horn of the hunter is heard on the hill. 8. The poet wrote charmingly. 9. The girls' bonnets are made of straw. 10. A man killed a tigress.

B.

Write five sentences on each of the following subjects. In the first, use the noun in its *subject* form; in the second, in its *adjective* form; in the third, in its *object* form; in the fourth, in its *explanatory* form [*apposition*]; in the 5th, in its *phrase* form.

MODEL.—The Ocean.

1. The *ocean* is the great body of water surrounding the globe. 2. The *ocean's* greatest depth has never been found out. 3. The Sandwich Islanders love the *ocean*. 4. That great body of water, the *ocean*, surrounds the globe. 5. The Atlantic cable runs *under the ocean*.

1. The St. Lawrence. 3. Mother. 5. Paper.
2. The Trees. 4. River. 6. Tiger.

Change papers, and write letters of criticism.

XXV. PRONOUNS.

Charles went to Paris with *his* mother, and *he* came back without *her*.

1. In this sentence we make use of three *pronouns*, namely, "his," "he," and "her."

2. If we had not these words, we should be forced to say, Charles went to Paris with *Charles's* mother, and *Charles* came back without *Charles's* mother.

3. DEFINITION.—**A pronoun is a word used instead of a noun.**

4. Pronouns are divided into two classes, *substantive pronouns* and *adjective pronouns*. The principal subdivisions of substantive pronouns are:—

I. *Personal:* I, thou, we, you. II. *Demonstrative:* he, she, it, they. III. *Relative:* who, which, that. IV. *Interrogative:* who. V. *Indefinite:* one.

Personal pronouns are of two kinds. I. Those of the First Person: *I, we.* II. Those of the Second Person: *thou, you.*

The teacher will dictate, and the pupils will write the following sentences, underlining the pronouns :

1. William said to Charles, "*I* am weary of *your* questions ;" and *he* ceased to trouble *him*. 2. The mountain was higher than *we* expected *it* to be. 3. Tell *me* what brings *you*, gentle youth, to Rome. 4. Cæsar conquered Gaul with *his* legions. 5. *My* face is *my* fortune, sir, *she* said. 6. A tree is known by *its* fruit. 7 Let *me* die the death of the righteous. 8. *Our* inner monitor tells *us* that *we* are immortal. 9. Emily lent *her* cousin a novel. 10. *They* say that *their* hopes deceive *them*.

5. In these ten sentences we have written the personal pronouns most used together with the demonstrative pronouns of the third person.

6. *I* and *we* are called the personal pronouns of the *first person.*

7. *Thou* and *you* are called the personal pronouns of the *second person.*

8. *He*, *she*, *it*, and *they* are called the demonstrative pronouns of the *third person.*

9. The *first* person denotes the *speaker.*
The *second* " " " *person spoken to.*
The *third* " " " *person spoken of.*

10. Pronouns as well as nouns can be used in the following positions ; that is—

I. They may be the *subjects* of verbs ; as, *We* love ; *she* loves.

II. They may be used as *predicate nominatives ;* as, That was *he.*

III. They may be the *objects* of verbs ; as, John loves *me.*

IV. They may be used as *adjectives ;* as, *My* hat ; *his* coat ; *your* dog.

V. They may be used in *phrases ;* as, Mary goes *with me ;* Richard is helped by *him.*

11. But there is this difference between nouns and pronouns, that while nouns used as *objects* and in *phrases* have the same *form* as nouns used as *subjects*, the personal pronouns have generally *distinct forms* for each use.

PERSONAL PRONOUNS, FIRST PERSON.

	Singular.	*Plural.*
Subject form, or Nominative Case.....	I.	We.
Adjective form, or Possessive Case.....	My or Mine.	Our.
Object and Phrase form, or Objective Case.	Me.	Us.

PERSONAL PRONOUNS, SECOND PERSON.

	Singular.	*Plural*
Subject form, or Nominative Case....	Thou.	You or Ye.
Adjective form, or Possessive Case....	Thy or Thine.	Your.
Object and Phrase form, or Objective Case	Thee.	You.

DEMONSTRATIVE PRONOUNS OF THE THIRD PERSON.

	Singular.			*Plural for all genders.*
	Masculine.	*Feminine.*	*Neuter.*	
Subject form, or Nominative Case.....	He.	She	It.	They.
Adjective form, or Possessive Case.....	His.	Her.	Its.	Their.
Object and Phrase form, or Objective Case	Him.	Her.	It.	Them.

12. The various *forms* taken by a pronoun are called its cases.

That form in which a noun or pronoun is used when it is the subject of a verb is called the *nominative case.*

That form of a noun or pronoun which shows that something belongs to the person or thing for which it stands is called the *possessive case.*

That form in which a noun or pronoun is used when it stands for the object of the action spoken of in some verb, or when it comes after a preposition, is called the *objective case.*

NOTES.

The pronoun my has another form..... .....mine.
" " our " " .....ours.
" " your " " .....yours.
" " their " " ....theirs.
" " her " " .....hers.

These forms are used without nouns in the predicate after the verb *be*. Thus:

My friend has arrived .....That hat is *mine*.
Our house is large.....This house is *Ours*.
Your house is large..... .....It is *Yours*.
Their coats are torn.....These coats are *theirs*.
This is her doll.. ....This doll is *hers*.

N. B.—Be very careful never to write *ours*, *yours*, *theirs*, *hers*, or *its* with an apostrophe—thus, our's, your's, their's, her's, it's.

13. The chief use of personal pronouns is to prevent the repetition of nouns. Here is a composition on "The Lion," written by a young pupil:

The lion is an animal. The lion is a large animal. The lion is a powerful animal.

By using the pronoun *he*, instead of the second and third *lion*, we should improve these sentences:

The lion is an animal. He is large. He is powerful.

Or,

The lion is an animal. He is large and powerful.

Exercise 23.

A.

Tell the *person*, *number*, and *case* of the personal and demonstrative pronouns in the following sentences:

1. We have just received our presents. 2. Tell him what you think of yours. 3. My letter has not reached you. 4. He has come to live with us. 5. Your aunt has lost her glove. 6. The children have brought their prizes to me. 7. The sheep has had its fleece shorn. 8. Our friend will see you on his return. 9. When will they pay their promised visit? 10. I have not learned my grammar.

B.

See if you can improve these sentences by using *pronouns* in place of *nouns*. Make any other improvements you can; but do not change the sense.

1. The camel is called the ship of the desert. The camel is a beast of burden. The camel can go many days without water.

2. Holland is below the level of the sea. Holland is defended from the sea by dikes. The people of Holland are very industrious.

3. The Israelites were for a long time slaves in Egypt. The wanderings of the Israelites through the desert are well known.

4. The crocodile lives in large swamps. The crocodile belongs to the lizard kind. The crocodile is amphibious.

5. Alexander was an ambitious man. Alexander conquered the whole world, and then sighed because Alexander had not more worlds to conquer.

XXVI. RELATIVE PRONOUNS.

1. This is the man *who* called on you.
2. I have lost the book *which* I bought.
3. The house *that* you saw is sold.
4. Tell me *what* you did.

1. In the first sentence, the pronoun "who" stands for the word "man," and connects the second statement, "called on you," with "this is the man."

2. In the second sentence, the pronoun "which" stands for "book," and connects the two statements "I bought" and "I have lost the book."

3. In the third sentence, the pronoun "that" connects the statements "the house is sold" and "you saw."

4. In the fourth sentence, the pronoun "what" means the same as "the thing which," and connects the two statements "tell me" and "you did."

5. DEFINITION.—**A relative pronoun is a word which refers to some noun or pronoun which has been already used to mark the person or thing spoken about.**

6. the relative pronouns are *who*, *which*, *that* and *what*.

7. The noun or pronoun to which a relative pronoun refers is called its *antecedent*.

8. *Who* is used only of persons; as, the *man* who reads. *Which* is used of things, or of the lower animals; as, the *table* which fell; the *dog* which barks. *That* is often used for either *who* or *which;* as, the man *that* reads [used for *who*]; the table *that* fell [used for *which*].

9. There is only one of these pronouns that has a separate form for the nominative, possessive, and objective cases.

Nominative.(Subject form).....Who.
Possessive..(Adjective form).....Whose.
Objective...(Objective and phrase form)....Whom.

Who, *whose*, *whom*, *which*, and *what*, when used to ask questions, are called *interrogative pronouns*.

Who said so? *Whose* book is this?
Whom did you see? *Which* of you said so?
What do you say?

A sentence that asks a question is called an *interrogative* sentence. An interrogative sentence ends with a point of interrogation, marked thus ?

Distinguish the pronouns, telling whether they are relative or interrogative.

1. Who has been in the room? 2. The man who was here yesterday has been in the room. 3. London, which stands on the Thames, is the capital of England. 4. Which of the boys will be present? 5. I have seen the largest lion that was ever brought to this country. 6. Whose dog is that? 7. This is the man whom you want. 8. I will tell you what I want. 9. Are these the dogs which your father had with him? 10. Every person that saw it was pleased.

10. The chief use of relative pronouns is to connect statements, so as to make one statement out of what would otherwise be two statements.

ILLUSTRATIONS.

1. We saw a man *who* killed a deer.

The two statements in this sentence are,

1. We saw a man.
2. This man killed a deer.

2. The teacher *whom* we loved is dead.

The two statements are,

1. The teacher is dead.
2. We loved him.

Tell the two statements in this sentence:

High on a throne of royal state, which far
Outshone the wealth of Ormus or of Ind,
Satan exalted sat.

11. It is a very pleasant exercise to take two or more statements and combine them into one sentence by using a relative pronoun to connect the statements. Thus:

Separate Statements

1. The discoveries of Livingstone have taught us much about the interior of Africa.
2. Livingstone was one of the greatest travellers of modern times.

Combined.

The discoveries of Livingstone, *who* was one of the greatest travellers of modern times, have taught us much about the interior of Africa.

Exercise 24.

Combine each of the following groups of statements into one sentence in the manner shown:

1. We get silk from a caterpillar.
   This caterpillar is called the silk-worm.
2. The doctor saw the patient.
   He was dying.
3. Young lads often attach themselves to some older boy.
   This boy they imitate in everything.
4. I thrice presented him with a kingly crown.
   This crown he did thrice refuse.
5. The engine killed the workman.
   He was the only support of a large family.
6. The officers pursued the lion.
   It had destroyed the cattle.
7. Milton was blind,
   Milton wrote "Paradise Lost."
8. We all love Queen Victoria.
   She is now "Empress of India."

The teacher should add many other groups of statements to be combined.

XXVII. VERBS—SIMPLE TENSES

1. What is the definition of a verb?—*A verb is that part of speech by means of which we are able to make an assertion about something.*

Now, *an assertion* may be made in various ways by changing the form of the verb used.

2. Suppose we say,

Pauline *stands* there.

The verb "stands" expresses that she is *now* in the place referred to. However, we may wish to state, not that this is the case at the present time, but that it *was* so yesterday, or last week or month. And this we express in the following manner:

Pauline *stood* there.

3. We may say,

I *hope* to see you; or, I *hoped* to see you.

4. The difference between the two statements is one of *time*. "Pauline *stands*" refers to *present* time, and "Pauline *stood*" refers to time *past*. "I *hope*"—time present; "I *hoped*"—time past.

In like manner the *verbs* in these statements express *past* time—

Steamers *sailed* on the ocean. The fire *burned* brightly. The ancient Greeks *admired* fine statues. The Germans *loved* independence.

5. Here are some lines by the poet Longfellow, with the verbs changed:—

I shoot an arrow into the air,
It falls to earth, I know not where;
For so swiftly it flies, the sight
Cannot follow it in its flight.

Write the passage, making all the verbs refer to PAST TIME.

6. This change of form is called in grammar a change of *tense*, and "tense" means just the same thing as *time*.

7. The form of the verb denoting time present is called the *present tense*; that denoting time past is called the *past tense*.

8. The present tense is the tense in which we state what is now going on. The past tense is the great tense of history, because history tells us what took place in bygone times. Thus:

1. The Greeks *conquered* the Persians.
2. Columbus *discovered* America.
3. The Prince of Wales *visited* India.

9. Besides the present tense and the past tense, there is the *future* tense. We form this by using *shall* or *will*.

10. The future tense is the tense which we use when we wish to foretell anything. Thus:—

1. We *shall* go to Europe next year.
2. The hunters *will* kill the lions.

Exercise 25.

Write sentences, using each of the following nouns as subject with a verb—first, in the *present tense;* second, with a verb in the *past tense;* third, with a verb in the *future tense.*

Queen—River—House—Horse.

Change papers, and write letters of criticism.

XXVIII. VERBS—FORMATION OF THE PAST TENSE.

1. We have seen that it is very easy to form the future tense; for all we have to do is to use *shall* or *will* with a verb. But it is more difficult to form the past tense.

2. Here are some of the verbs we had in the last lesson.

Present Tense.	*Past Tense.*
Stand.	Stood.
Hope.	Hoped.
Sail.	Sailed.
Burn.	Burned.
Admire.	Admired.
Shoot.	Shot.
Fall.	Fell.
Know.	Knew.
Fly.	Flew.

3. A number of these verbs form their past tenses by adding the suffix *ed* to their present tenses. (Mention some that do so.) Others do not form their past tenses in this way. For instance, *stand* has for its past tense *stood*.

What has "shoot?" "fall?" "know?" "fly?"

4. We have in English several thousand verbs, and all these verbs, with the exception of about one hundred and fifty, form their past tense by adding *ed* to the present tense. These are called *weak* verbs, or verbs of the *weak* conjugation.

5. The few verbs that form their past tense by modifying the vowel sound of the root are called *strong* verbs, or verbs of the *strong* conjugation. (Which of the verbs in the list are *weak?* Which are *strong?*)

6. The past tense of I *love* is I *loved*. We can express the same thing by saying I *did love*.

7. When we add *ed* to the present of a verb to make its past tense, great pains must be taken to have the spelling correct.

Exercise 26.

Combine the following verbs in the present tense, with *ed*, and be careful in regard to the spelling :—

Hate, leap, blot, love, spy, prefer, cry, survey, stop, obey.

Change papers, and correct SPELLING when needed.

Tell which verbs are *weak*, and which *strong:*

1. The famine came at last upon the land, and many perished for want.
2. My father sold his farm when he went to Manitoba.
3. The sun shone brightly yesterday.
4. Hearing the sound of footsteps we resolved to go no farther.
5. Shakespeare wrote many dramas.
6. We hoped you would visit us when the leaves fell.

XXIX. VERBS—COMPOUND TENSES.

1. The three tenses that we have thus far considered are—1. The present; 2. The past; 3. The future.

2. Now, as present, past, and future are the three great natural divisions of time, it would seem that these must be all the tenses that there can be.

3. Compare I *walk* with I *have walked.*
" I *walked* " I *had walked.*
" I *shall walk* " I *shall have walked.*

4. I *have walked* is a kind of present. We may say, *I have walked a mile to-day ;* but not *I have*

walked a mile yesterday. It is a kind of present tense, with the meaning that at the present time the action stated is completed. This might, therefore, be called the present completed; but in grammar it is usually named the *present perfect*—"perfect" meaning *perfected*, that is, *completed.*

5. In the same way I *had walked* is a past tense; but it differs from the ordinary past, I *walked.* *Walked* is indefinite: I *walked* this morning, yesterday, last year, etc. But I *had walked* to the depot *before the train arrived.* This is called the *past perfect*, and it makes a statement of something done in the past before *something else* done in the past.

6. I *shall have walked* is called the future perfect tense. It makes a statement of something that will be done in the future before *something else* takes place. Thus, I *shall have walked* to the depot before the train will arrive.

7. The six tenses are—1. Present; 2. Past; 3. Future; 4. Present Perfect; 5. Past Perfect; 6. Future Perfect.

Present	Call or calls
Past	Called.
Future	Shall or will call.
Present Perfect	Have or has called.
Past Perfect	Had called.
Future Perfect	Shall or will have called.

8. The *present perfect*, *past perfect*, and *future perfect* are called compound tenses, because they are formed by means of the verb *have*, and *have* is called an *auxiliary* or helping verb.

9. The present tense of this helping verb is *have;*

the past is *had;* the future is *shall have.* You can see that these words are found in the compound tenses:

Present Perfect..... .. ..*Have* called
Past Perfect..... ..... *Had* called.
Future Perfect..... ... .*Shall have* called.

10. Now what is the other part—namely, "called?" The pupil may think that this is the past tense of the verb *call*, since we have seen that the past tense is usually formed from the present tense by adding *ed.*

11. But this is not the case. And we may see that it is not the case by taking a strong verb, like *write.* The past tense of *write* is *wrote.* Now, would you say I have *wrote*, I had *wrote*, I shall have *wrote?* Certainly not; you would say I have *written*, etc. The *walked* in I *have walked* is no more the past tense of *walk* than *written* is the past tense of *write.*

12. This form of the verb used in forming the compound tenses is called the *perfect participle.*

13. The perfect participle of all *weak* verbs is the same in form as their past tense.

Walk+ed=walked, *Perfect Participle.*
Lov+ed=loved, *Perfect Participle.*
Rob+ed=robbed, *Perfect Participle.*

14. The perfect participle of *strong* verbs is formed in various ways.

The perfect participle of *go*.....is.....*gone.*
" " " " *do*.....is.....*done.*
" " " " *fall*.....is.....*fallen.*

NOTE.—The correct form of the perfect participle may always be known by putting it after *I have.* Thus, *knew* is not the perfect participle of the verb *know*, because we cannot say I have *knew;* we must say I have known, and *known* is the perfect participle.

Exercise 27.

Give the six *tenses* of the following verbs:—

Roll, go, name, know, invent, fall, move, bring.

XXX. VERBS WITH PRONOUNS.

1. Verbs make statements; and they can make statements not only of all *nouns*, but also of the *personal pronouns*.

2. The personal pronouns are:—

I and *we*, denoting the speaker or speakers—called the *first person*.

Thou or *you*, denoting the person or persons spoken to—called the *second person*.

He, *she*, *it*, and *they*, denoting the person or persons, or things, spoken of—called the *demonstrative pronoun* of the *third person*.

3. Now take the verb *walk*. We can say:—

I walk. You walk or thou walkest. He walks. We walk. They walk.

4. When we are speaking of the verbs, we say that they are in the same person and number as the pronouns. That is, *walk*, with *I*, is said to be first person singular; with *you*, it is second person singular or plural; with *he*, *she*, *it*, or any singular noun, it is third person singular; and with *they*, or any plural noun, it is third person plural.

NOTE.—*Thou* was the old pronoun for the second person singular, and it took a particular form of the verb; thus, *thou walkest*, *thou walkedst*. But this form has now gone out of use, except in poetry and prayer, and by the Friends, or Quakers.

5. In the present tense there is only one change of the *form* of the verb—that is, the third person singular has an *s*. *He*, or the *man*, *horse*, etc., walks; but I, you, we, they, *walk*. Hence, if you remember to put the *s* to a verb of the third person singular in the present tense, you will be sure to have the whole tense correct.

6. In the past tense no mistakes can be made, for the reason that the verb does not change its form with any of the pronouns. It is—I, you, he, we, they *walked*.

7. The future has no changes: it is—I, you, he, we, they *shall* or *will walk*.

8. The present perfect has but one change, namely, *has*, in the third person singular; as, he *has* walked; but I, you, we, they *have* walked.

9. The past perfect is *had* walked, with all the pronouns.

10. The future perfect is *shall* or *will have* walked, with all the pronouns.

The following little table will show you the whole matter at a glance.

Present tense.....Walk, walks.
Past tense.....Walked.
Future tense.....Shall *or* will walk.
Present Perfect tense.....Have walked, has walked.
Past Perfect tense.....Had walked.
Future Perfect tense.....Shall *or* will have walked.

Exercise. 28.

Write the verbs *love*, *call*, *study*, and *blame*, in all the persons and numbers in each of the six tenses.

XXXI. MOODS OF VERBS.

NOTE TO TEACHERS.—It is recommended that this lesson be merely read over carefully once or twice. It will be enough for the present if pupils learn to recognize the form of a verb. The full conjugation will be given in the Supplement, and the intricacies of our English verb—intricacies, however, rather of nomenclature than of fact—may advantageously be postponed to a later stage.

1. Verbs in English have four moods.

(*a*) *Indicative Mood:* as I *write*, I *wrote*, I have *written*, &c.

(*b*) *Subjunctive Mood:* as if I *wrote*, though he *slay* me.

(*c*) *Imperative Mood:* as *Bring* me your book. *Lend* him a pound.

(*d*) *Infinitive Mood:* as he can *read:* You may *see*, I must *go*.

2. The six tenses that we have defined all differ in regard to time; but they all agree in making the statement as a fact *actually taking place*, and not as *merely thought of*. All these tenses agree in indicating some fact; and hence they are said to be tenses of the *indicative mood*. Mood, or mode, means way or manner.

3. A second way of making a statement is by means of the *subjunctive* mood. The *subjunctive* mood is that form of the verb by means of which an event is spoken of, not as *a matter of fact*, but as *merely thought* of; as, *If he see* the signal, *If he have seen* the signal, etc. The subjunctive mood is generally, though not necessarily, preceded by one of the conjunctions, *if*, *that*, *lest*, *though*, *unless*, &c.

4. A third way of using a verb is in giving a command, as, *Come! Go!* This is called the *imperative*

or commanding mood, and the whole mood consists of but one word.

NOTE.—The subject of such a verb is always *thou* or *you* (understood); for when we command, we must command the person spoken to, and the pronoun that denotes the person spoken to is the pronoun of the second person *thou* or *you*.

5. There is still another form of the verb. This is the verb in its simplest form, with the word *to* before it. Thus, *to walk*, *to ride*, *to run*, *to love*. This is named the *infinitive* mood.

6. The infinitive mood can really be used as a noun. Thus I may say, *To ride* is pleasant exercise; or, I like *to ride*. In the first example, *to ride* is used as the subject of the verb *is*, and in the second as the object of the verb *like*.

7. Besides the perfect participle, there is another form of verb that is very much used. This is called the *present participle*. The present participle of *all* verbs is formed by adding *ing* to the simple form.

Walk + ing=walking, *present participle*.
Love + ing=loving, *present participle*.
Rob + ing=robbing, *present participle*.
Fly + ing=flying, *present participle*.

8. In naming verbs we must be very careful to include all the parts needed to make the statement. Thus—

1. The builders *will commence* to-day.
   Here the verb is *will commence*.
2. The sun *will set* before eight o'clock.
   Here the verb is *will set*.

3. I *shall* not *go* to school to-day.

Here the verb is *shall go;* the word *not* comes between the two parts of the verb.

4. Never again *shall* my brothers *embrace* me.

Here the verb is *shall embrace*, the two parts are separated by the words *my brothers.*

REFERENCE TABLE OF ALL THE MOODS AND TENSES OF A VERB.

Indicative.	Subjunctive.
Present..... I love.	*Present*....(*If*) I love.
Past..... .....I loved.	*Past*.....(*If*) I loved.
Present perfect.....I have loved.	*Pres. perf.* (*If*) I have loved, etc.
Past perfect.....I had loved.	
Future.....I shall *or* will love.	
Future perfect.....I shall *or* will have loved.	

Imperative.	Infinitive.	Participles.
Love (thou *or* you).	To love.	Loving.
	———	Loved.
	To have loved.	Having loved.

Exercise 29.

Tell the *mood* and the *tense* of each verb in the following sentences:—

1. The village bell rings. 2. The storm has ceased. 3. She will remain, if you wish her to do so. 4. The merchant should learn more caution. 5. The sovereigns requested of Columbus a recital of his adventures. 6. I have completed my twelfth year. 7. You had forgotten to give an answer. 8. We shall have left before they arrive. 9. Haste my father's heart to cheer. 10. The landlord acted in a different manner. 11. My steps might break your rest. 12. Antwerp's monks may sing a mass for thy poor spearmen's souls. 13. Before Saturday I shall have matured all my plans. 14. Who steals my purse steals trash. 15. When you have learned this lesson you may go home.

XXXII. PASSIVE VERBS.

I wrote the letter.

The letter was written by me.

1. In the first of these sentences the verb states that the subject (I) *did* something; in the second, the verb represents something as *done* to the subject (the letter).

2. These forms of representing the subject (as *acting* or *being acted upon*) are called the *active voice* and the *passive voice.*

3. The passive voice is formed by using the various parts of the verb *be* with the perfect participle of a verb.

REFERENCE TABLE OF THE VERB *BE*

Indicative Mood.

Present Tense.	*Past Tense.*	*Future Tense.*
I am.	I was.	I shall be.
Thou art.	Thou wast.	Thou wilt be.
He is.	He was.	He will be.
We are.	We were.	We shall be.
You are.	You were.	You will be.
They are.	They were.	They will be.
Present Perfect.	*Past Perfect.*	*Future Perfect.*
I have been.	I had been.	I shall have been.
Thou hast been.	Thou hadst been.	Thou wilt have been.
He has been.	He had been.	He wilt have been.
We have been.	We had been.	We shall have been.
You have been.	You had been.	You will have been.
They have been.	They had been.	They will have been.

Subjunctive Mood.

Present Tense.		*Past Tense.*	*Present Perfect tense*	
If I	be.	If I were.	If I	have been.
If thou		If thou wert.	If thou	
If he		If he were.	If he	
If we		If we were.	If we	
If you		If you were.	If you.	
If they		If they were.	If they	

Imperative Mood.

Be.

Infinitives.

Present, To be *Perfect*, To have been

Participles.

Imperfect, Being. *Perfect*, Been. *Compound Perfect*, Having been.

4. Only those verbs that can take an *object* after them (transitive verbs) can be made passive.

Exercise 30.

By reference to the table, tell the *mood* and *tense* of each verb:

1. He was killed. 2. They have been deceived. 3. She had been seen. 4. You will be beaten. 5. They will have been summoned. 6. I am convinced of its truth. 7. The cord will be cut above the knot. 8. Have you been taught music? 9. Alfred was sheltered in the cottage of a poor cowherd. 10. He himself was accustomed to recite this story in his happier hours. 11. The British troops were advancing from Portugal into Spain. 12. Yours has been forgotten. 13. Theirs will do. 14. Sir John Moore was wounded in the action by a cannon-ball. 15. He would in that case be punished. 16. Time will have been wasted without any result. 17. Are you mistaken? 18. In a few minutes he would have been drowned. 19. By a series of criminal enterprises, the liberties of Europe had been extinguished. 20. Are you satisfied?

XXXIII. STRONG VERBS.

1. *Weak* verbs, or verbs of the *weak* conjugation, form their past tense (indicative) and perfect participle by adding *ed* to the present. Verbs that form these parts by modifying the vowel sound of the root are called *strong* verbs.

2. The present tense, past tense, and perfect participle of a verb are called its *principal parts*, for the reason that, having these, we can easily form all the other parts of the verb.

☞The PRINCIPAL PARTS of STRONG verbs are so varied in form that they must be committed to memory. A complete list will be found in the supplement; but a few of the most important are here given:

I.

Present.	*Past.*	*Perfect Part.*	*Present.*	*Past.*	*Perfect Part.*
Break,	broke,	broken.	Eat,	ate,	eaten.
Forsake,	forsook,	forsaken.	Freeze,	froze,	frozen.
Take,	took,	taken.	Speak,	spoke,	spoken.
Wear,	wore,	worn.	Begin,	began,	begun.
Draw,	drew,	drawn.	Drink,	drank,	drunk.
Slay,	slew,	slain.	Give,	gave,	given.

Correct the following errors in verbs:

1. Peter's leg was broke. 2. Have you took any fish to-day? 3. We drinked a glass of wine. 4. Our horse drawed a heavy load. 5. I have never ate such nice gingerbread as this. 6. Emma has not spoke to Jessie for a week. 7. We begun to think you were not coming. 8. The water was froze.

II.

Present.	*Past.*	*Perfect Part*	*Present.*	*Past*	*Perfect Part.*
Lie,	lay,	lain.	Flee,	fled,	fled,
Lay,	laid,	laid.	Fly,	flew,	flown.
Write,	wrote,	written.	See,	saw,	seen.
Know,	knew,	known.	Rise,	rose,	risen.
Come,	came,	come.	Steal,	stole,	stolen.
Catch,	caught,	caught.	Sit,	sat,	sat.

Correct the following errors in verbs:

1. John has wrote a letter. 2. The sun has rose. 3. I see him yesterday. 4. The birds have flew away. 5. The cat catched a mouse. 6. The book lays on the table. 7. He laid on the sofa. 8. I knowed he had went. 9. The girl was seen going up the hill. 10. The hen sets on her eggs.

3. The pupil has often been told that "I *done* it" is bad English, and also that "I have *went*" is bad English. We must be particularly careful to avoid such errors.

4. The principal parts of the verb *do* are: present tense, *do;* past tense, *did;* perfect participle, *done.*

5. The person who says "I *done* it" means to make a statement of past time, just as if we were to say, I *walked.* Now, the past tense of *do* is *did;* hence the only way of making the statement intended is to say, "I *did* it."

6. The word *done* is the *perfect participle* of the verb *do;* but a participle cannot by itself make any statement at all; so that I *done it* is utter nonsense. If you were to say, He *gone* to town, it would be just as sensible as to say I *done* it.

1. Tell, for the same reason, why "John *drunk* some water" is wrong.

2. Tell why "We *seen* an elephant" is bad English.

7. The mistake in "I *have went*" is in using a past tense instead of a perfect participle to form a compound tense. The present perfect tense of the verb *go* is intended; viz., "I *have gone*"

8. Another very common error in the use of verbs is shown in these sentences:—

I *come* to town this morning.

He *come* to my store.

The sentence should be, "I *came* to town this morning;" "He *came* to my store." Why? Because *come* is the present tense; whereas the past tense, *came*, is intended. Would it not be absurd to say, "I *go* to town yesterday?" Now, "I *come*" is no better.

Exercise 31.

Correct the errors in verbs in the following sentences, and tell the nature of the mistakes:—

Henry done his example in arithmetic correctly. We seen her when she done it. Where is Alice? She has went to school. I never drunk so much water before. The horse has drank as much as he can. Louise has wrote many letters to her uncle. That boy has broke his word. I see him last week. The circus come to town yesterday. I knowed he would fall into the river. The cat sprung out. Peter has tore his new jacket. That tree growed fast. The ground is all froze over. We begun to think it was a mistake. I have strove to do right. This lace is beautifully wove. Jane has begun to study German.

XXXIV. PHRASES WITH PARTICIPLES.

1. We have so far seen that there are three *participles*—the present, the past, and the perfect. It is important that we understand what participles are, for they are used in making *phrases*.

2. A *participle* is so called because it *participates* or shares partly in the nature of a verb, and partly

of an adjective. A verb is a statement-word; but a participle can only *participate* in making a statement.

1. The river *is flowing.*

Here "is flowing" is a verb, and "flowing," the present participle, helps to form this verb.

2. The river, *flowing* from the mountains, waters the plain.

Here the participle "flowing" does not make any statement; it is an adjective, and "flowing from the mountains" is a phrase.

3. The Nile is *known* to rise in Abyssinia.

Here the past participle "known" forms part of the verb *is known.*

4. The Nile, *known* to rise in Abyssinia, flows through Egypt.

Here the past participle "known" makes no statement, and is really an adjective; the expression "known to rise in Abyssinia" is a phrase.

3. A number of separate statements with participial phrases may be combined into a single sentence.

Example 1.

1. The gallant soldier fell.
2. He was *covered with wounds.*

By taking out from the second statement the phrase "covered with wounds," and fitting it into the first, we have this sentence:—

The gallant soldier fell, covered with wounds; or, Covered with wounds, the gallant soldier fell.

Example 2.

1. We saw a beautiful landscape.
2. We had *climbed to the top of the hill.*
3. The landscape was *stretched below us.*

The first is the principal statement. Transforming the other two statements into *phrases*, and combining these two phrases with the principal statement, we have the following sentence :—

Having climbed to the top of the hill, we saw a beautiful landscape stretched below us.

Exercise 32.

Combine each set of statements into a single sentence with *phrases*. The principal statement comes first.

1. I lay down to rest. I was exhausted by fatigue.

2. Columbus saw an island. He saw it while gazing from the deck. The island was covered with a luxuriant forest.

3. The Laplander defies the severity of his native climate He is wrapped up in deer-skins.

4. We diverged towards the prairie. We had left the line of march. We had traversed a small valley.

5. The largest city in Canada is Montreal. It is situated on an island. This island is called the Island of Montreal.

6. There lay floating in the ocean an immense irregular mass. This mass was several miles off. Its top and points were covered with snow. Its centre was a deep indigo colour.

7. The shepherd returned to the mountains. He left his flock in charge of his eldest son.

Let the teacher make up additional groups to be combined.

XXXV. CONJUNCTIONS.

France and Switzerland are republics.

I went because he asked me.

1. The word "and" makes one statement out of what otherwise must be two: France is a republic,

Switzerland is a republic. The word "because" connects the two statements "I went" and "he asked me" into one sentence.

And and *because* are called conjunctions.

2. DEFINITION.—**Conjunctions are connective words which have neither a pronominal nor an adverbial signification.**

They are called conjunctions because they join words and sentences together. But *who*, *which*, and *that* are *pronouns*, and yet they *connect* sentences. And in like manner, *when*, *where*, &c., are *adverbs* and they also connect sentences. Other connective words are conjunctions.

1. Polly *and* Annie sing sweetly.

2. The ship sails swiftly, *although* she is heavily laden.

"And" is a conjunction, connecting statements by joining the two nouns of the subject, "Polly" and "Annie." "Although" introduces a dependent statement.

3. DEFINITION. — **Co-ordinate conjunctions connect words or statements of the same rank in a sentence.**

4. There is another class of conjunctions, called *subordinate* conjunctions.

ILLUSTRATIONS.

1. I will not go unless you accompany me.

2. I will help you, if you wish me to do so.

"Unless" is a conjunction, connecting the two statements "I will not go" and "you accompany me." "If" is a conjunction, connecting the two statements "I will help you" and "you wish me to do so."

5. DEFINITION. — **Subordinate conjunctions connect a qualifying or dependent statement with a principal statement.**

6. The principal co-ordinate conjunctions are *and*, *but*, *or*, *therefore*. The principal subordinate conjunctions are *that*, *if*, *though*, *unless*.

Exercise 33.

A.

Name the *conjunctions*, and tell whether they are *co-ordinate* or *subordinate*.

1. I went first, and he followed me. 2. Neither soldiers nor sailors could advance. 3. I will tell him, if he ask me. 4. No harm was done, though the storm was very severe. 5. We loved him because he first loved us. 6. I did not know that your brother had hurt himself.

B.

Supply *conjunctions* to connect the following statements:—

1. The clouds soon passed away, —— sunshine succeeded. 2. The wicked may prosper for a time, —— they will receive retribution in the end. 3. Contentment is better —— riches. 4. He was gentle in manner, —— resolute in action. 5. We shall improve —— we study. 6. Life is so uncertain —— we should always be prepared for death.

7. Definition.—Interjections express sudden or strong feeling.

Note.—Interjections are often followed by a punctuation-mark called the point of exclamation.

1. Lo! yonder doth Earl Douglas come. 2. Alas! what a loss we have suffered. 3. Oh! they are not worth talking about. 4. Ah! papa, I have found you out. 5. Well, what can I do for you?

XXXVI. REVIEW LESSON

I.—The Parts of Speech.

1. Words are divided into eight classes, called the parts of speech. These are—

1. Nouns.
2. Pronouns.
3. Adjectives.
4. Verbs.
5. Adverbs.
6. Prepositions.
7. Conjunctions.
8. Interjections.

I. Nouns. . . . . .are names.
II. Pronouns. . . . . .stand for nouns.
III. Adjectives . . . . . .describe or limit things.
IV. Verbs. . . . . .make statements.
V. Adverbs. . . . . .describe actions and qualities.
VI. Prepositions . . . . .join words.
VII. Conjunctions. . . . .connect words or statements.
VIII. Interjections. . . . .express sudden and strong feeling.

2. Important Direction.—In telling the parts of speech, pupils must bear in mind that it is the *meaning* of a word that determines the class to which it belongs. The same word may be any one of two or three parts of speech, according to its *meaning* in the sentence. Thus:—

1. People that live in *glass* houses should not throw stones.

The word "glass" in this sentence is an *adjective*, because it describes the thing, "*houses*." In the sentence, "Windows are made of *glass*," the same word is a noun, because here it is a name.

2. Sometimes we see a *ship*; sometimes we *ship* a sea.

The first word "ship" in this sentence is a *noun*, because it is the name of a thing: the second "ship" is a *verb*, because it makes a statement.

3. Without one *if* or *but*.

The words "if" and "but" are usually *conjunctions;* as here used they are *nouns*.

4. Come to me at four o'clock, *that* [conjunction] I may show you how to do *that* [adjective] puzzle *that* [pronoun] I got for you.

As a review exercise, let the pupils open their Readers and tell the parts of speech in a number of passages.

II.—Inflection of Words.

3. The same word may be used in various ways, to express the same thing differently. But we must then alter the form of the word, to suit the intended change of thought. Such changes in the form of words are called *Inflections.*

4. Five of the eight classes of words change their form; that is, are *inflected.* These are nouns, pronouns, adjectives, adverbs, and verbs. Three—prepositions, conjunctions, and interjections—are not inflected; that is, they undergo no change.

5. A noun is inflected to mark the plural number and the possessive case.

For the mode of forming the plural of nouns, review lessons IX., X., and XI. For the formation of the possessive case, review Lesson XVII.

6. Pronouns are changed to express person, number, gender, and case.

(*a*) The three *persons*—speaker, person spoken to, and person or thing spoken of—have different words to denote them. Thus: *first person*, I; *second person*, you; *third person*, he, she, it.

(*b*) The plural of *I* is *we;* of you (old form, *thou*) is *you;* of *he, she,* and *it,* is *they.*

(*c*) The demonstrative pronoun of the third person alone has different words for the *genders*—*he*, masculine; *she*, feminine; *it*, neuter—that is, *neither* gender—since it generally stands for a lifeless object.

(*d*) Pronouns have three cases; thus, nominative, *he;* possessive, *his;* objective, *him.* For the inflections of the pronouns, review Lesson XXV.

7. Adjectives and adverbs are inflected to express the comparative and the superlative degree.

☞ The inflection for the comparative degree of adjectives and adverbs is the suffix *er*; for the superlative degree, the suffix *est*. For the comparison of adjectives, review Lesson XIV.; for the comparison of adverbs, review Lesson XVIII.

8. Verbs are inflected to mark the person and number of their subjects in only two instances, as seen on page 75.

(1) They are also inflected to mark the different tenses and participles.

(2) *Ed* is added to all *weak* verbs to form the past tense and the perfect participle. The past tense and the perfect participle of strong verbs are formed in a great variety of ways.

(3) *Ing* is the inflection for the present participle of *all* verbs The other changes in verbs are made, not by inflection, but by the use of auxiliary words.

Exercise 34.

Tell the *inflections* in the following words; give the simple form of the word, and tell the *use* of the inflection:—

MODEL.—Child's: apostrophe with *s* is an inflection added to the simple form of the noun *child*, and marks the possessive singular.

1. Boy's. 2. Sleeps. 3. Flowing. 4. Flowers. 5. Sweeter. 6. Pulled. 7. Children's. 8. Nicest. 9. Piercing. 10. Given. 11. Horses'. 12. Rising. 13. Taxes. 14. Whitest. 15. Poured. 16. Coarser. 17. Blessed. 18. Girl's. 19. Ships. 20. Ship's. 21. Fishing. 22. Fishes. 23. Oxen. 24. Fairest. 25. Lowlier. 26. Hallowed. 27. Skies. 28. One's. 29. Haunts. 30. Year's. 31. Hours. 32. His. 33. Faster. 34. Varnished. 35. Sheep's. 36. Coldest. 37. Loveliest. 38. Hurried. 39. Sleeping. 40. Heaven's.

XXXVII. ANALYSIS OF SIMPLE SENTENCES.

1. A simple sentence makes a single statement, by means of one subject and one predicate.

2. The analysis of a simple sentence consists in

pointing out the subject and the predicate, and the enlargement or enlargements, if any, of the subject and of the predicate.

3. The simple subject of a simple sentence may be—

1. A noun; 2. A pronoun; 3. A phrase.

ILLUSTRATIONS.

1. *Gold* is a metal. *Walking* is good exercise. The subject of the first sentence is the noun "gold;" of the second, the noun "walking."

2. *We* hear the music. The subject is the pronoun "we."

3. *To walk* is good exercise. The subject is the phrase "to walk."

4. *Fishing for trout* is fine fun. The subject is the phrase "fishing for trout."

Select the subjects in the following simple sentences, and tell whether they are nouns, pronouns or phrases.

1. The snow fell heavily. 2. Writing letters was her daily occupation. 3. We are brothers. 4. To forget an injury is the mark of a noble mind. 5. That day I oft remember. 6. Books are not dead things.

4. The simple predicate of a simple sentence will be either—

1. A verb by itself—if the verb is a complete verb.

2. A verb and its complement—if the verb is an incomplete verb.

NOTE.—All *transitive* verbs—that is, verbs expressing an action that *passes over* to an object—are incomplete. Their complement is called the *object*.

The verb *be*, and a few verbs that contain the sense of the verb *be*, as *become*, *seem*, *feel*, etc., take, as their complement, either an adjective (called *predicate adjective*) or a noun (called *predicate nominative*).

5. In the sentence *Birds sing*, the verb "sing" is the predicate; "sing" is a complete verb; that is, it makes full sense by itself.

6. In the sentence *Columbus discovered America*, the simple predicate is "discovered America." The verb "discovered" alone does not form the predicate, because "Columbus *discovered*" does not make complete sense. "Discovered" is an incomplete verb.

7. *The sky is blue.* Here the simple predicate is "is blue." The verb *be* is here an incomplete verb.

8. When the verb is an *incomplete* verb, the predicate consists of the verb and whatever word is *necessary* to complete the sense.

In the following sentences, point out the simple predicates. Tell whether the verb is complete or incomplete; and if complete, tell what is its complement.

1. The sun shines. 2. I like flowers. 3. He wishes to go. 4. Napoleon was chosen emperor. 5. The vessel sailed yesterday. 6. Glass is transparent.

Model of Analysis—Simple Subject and Predicate.

1. The birds sing.

This is a simple sentence, because it contains only one subject and one predicate. The subject is the noun "birds." The predicate is "sing."

2. You are scholars.

This is a simple sentence, because it contains only one subject and one predicate. The subject is the pronoun "you." The predicate is "are scholars." "Are" is an incomplete verb, and "scholars" is its complement.

3. To lie is disgraceful.

This is a simple sentence, because it contains only one subject and one predicate. The subject is the phrase "to lie." The predicate is "is disgraceful." The verb "is" is incomplete, and the adjective "disgraceful" is the complement.

4. The fisherman brought a lobster.

This is a simple sentence. The subject is "the fisherman." The predicate is "brought a lobster." The incomplete verb "brought" has for its complement the object "lobster."

Exercise 35.

A.

Analyze the following sentences:—

1. Waters ripple. 2. Washington fought. 3. Elizabeth was queen. 4. The dog fights. 5. Faust invented printing. 6. Steel tarnishes. 7. To die for one's country is sweet. 8. Art refines. 9. Music soothes. 10. To forgive is divine. 11. We know him. 12. Charge!

B.

Write a *simple sentence*, containing a simple subject and predicate, on each of the following subjects. When done, analyze the sentences:—

1. Winds.	3. Rain.	5. Wheat.
2. Morning.	4. Snow.	6. Night.

XXXVIII. ANALYSIS — ENLARGED SUBJECT.

1. A noun, the simple subject of a simple sentence, may be enlarged by—

1. An adjective; as, *bright skies; some* books. 2. A noun in the possessive case; as, the *sun's* rays. 3. A noun in apposition; as, Alexander the coppersmith. 4. An adjective *phrase;* as, men of *renown*.

2. Adjective phrases are generally introduced by prepositions or by participles. Thus:

1. Men *of renown*. [Phrase introduced by a *preposition*.] 2. The balloon, *filled with gas*, floated up in the air. [Phrase introduced by a *participle*.]

Model of Analysis.

1. Heavy rain falls.

This is a simple sentence. The simple subject is "rain." The subject is enlarged by the adjective "heavy." The simple predicate is "falls." It is not enlarged.

2. John's book is torn.

This is a simple sentence. The simple subject is "book." The subject is enlarged by the noun "John's," in the possessive case. The predicate is "is torn."

3. The study of history improves the mind.

This is a simple sentence. The simple subject is "study." The subject is enlarged by the adjective "the," and by the adjective phrase "of history." The predicate is "improves the mind."

Exercise 36.

A.

Analyze the following simple sentences according to the previous model:—

2. Great men are rare. 2. The huntsman's horn awoke the echoes. 3. Sir Isaac Newton, the great philosopher, was an Englishman. 4. Many friends of my youth have perished. 5. The army, having crossed the Rhine, entered France. 6. Exhausted by fatigue, we lay down. 7. The little bird's song is sweet.

B.

In the following sentences, *enlarge* the subject by introducing *adjectives*, or *adjective phrases*, or both:—

MODEL.—The bridge spans the river. *Enlarged*—The great iron bridge, built by a skilful engineer, spans the river.

1. The bridge spans the river. 2. The mechanic repaired the engine. 3. Snakes infest the country. 4. Milton wrote "Paradise Lost." 5. Birds fly. 6. The fox stole the hens. 7. Bees gather honey. 8. Music soothes. 9. The fire burns. 10. The day is passed. 11. Humboldt is dead. 12. Books please me.

XXXIX. ANALYSIS—ENLARGED PREDICATE.

1. A complete verb forming the predicate of a sentence is enlarged by—

1. An adverb.
2. An adverbial phrase.

ILLUSTRATIONS.

1. The horse ran *swiftly*. [Enlargement by an adverb.]

2. Great men lived *during the sixteenth century*.

[Enlargement by an adverbial phrase.]

2. A noun used as the complement of an incomplete verb may be enlarged in the same way as the simple subject. Thus:—

1. The rain has injured the *growing crops*.

Here the noun "crops," which is the complement, or object, of the incomplete verb "injured," is enlarged by the adjective "growing."

2. The Egyptians embalmed the *bodies of their dead*.

Here the noun "bodies," the object of "embalmed," is enlarged by the adjective phrase "of their dead."

3. We passed *a shepherd tending his sheep*.

Here the noun "shepherd," object of "passed," is enlarged by the adjective phrase "tending his sheep."

Model of Analysis.

1. The army advanced rapidly.

This is a simple sentence. The subject is "the army"—not en-

larged. The simple predicate is "advanced." The predicate is enlarged by the adverb "rapidly."

2. A spirit haunts the year's last hours.

This is a simple sentence. The subject is "a spirit." The simple predicate is "haunts the hours." The complement of "haunts" is the noun "hours." It is enlarged by the noun "year's" and the adjective "last."

Exercise 37.

A.

Analyze the following simple sentences :—

1. Rich men should give liberally. 2. The horn of the hunter is heard on the hill. 3. My dear mother will soon be here. 4. The squirrel eyes askance the chestnuts browning. 5. Heaven from all creatures hides the book of fate. 6. Some birds of prey, having secured their victim, fly with it very swiftly to their nests 7. The sloth, in its wild state, passes its life on trees.

B.

In the following sentences, *enlarge* the predicate by means of adverbs, adverbial phrases, or both :—

MODEL.—We go to swim. *Enlarged*—We often go to swim in the river.

1. The sun shines. 2. The moon shines. 3. They learn their lessons. 4. The British soldiers fought bravely. 5. James wrote a letter. 6. It is pleasant to watch the stars. 7. We took shelter. 8. The fire burns. 9. Bees gather honey. 10. Birds fly. 11. Fishes swim.

XL. REVIEW OF PUNCTUATING SIMPLE SENTENCES.

1. The comma, period, point of interrogation, and point of exclamation, are the only marks used in punctuating simple sentences.

2. Close a declarative sentence with the period, an interrogative sentence with the interrogation point, and an exclamatory sentence with the point of exclamation.

It is cold to-day.
Is it cold to-day?
How cold it is to-day!

The Comma.

RULE I.—Words of the same class in a series, taken individually or in pairs, are separated by commas.

The *calm*, *cool*, *resolute* man presented a noble example of daring.

Russia exports *wheat*, *tallow*, *flax*, and *hides*.

NOTE.—But two co-ordinate words joined by *and* or *or* are not to be separated.

RULE II.—A phrase, unless very closely connected with the word to which it belongs, is to be marked off by a comma.

1. *In spite of all difficulties*, they resolved to make the attempt.

2. The Indian monarch, *stunned and bewildered*, saw his faithful subjects falling around him.

But in the sentence, "Our house is beautifully situated about three miles from town," the phrase *about three miles from town* is too closely joined in construction to be separated by a comma.

RULE III.—In a succession of phrases, each phrase is to be marked off by a comma.

At daybreak, the combined fleets were distinctly seen from the Victory's head, *formed in a close line of battle ahead, on the starboard tack, about twelve miles to leeward, and standing to the south.*

RULE IV.—Adverbs like HOWEVER, INDEED, THEREFORE, etc., being equivalent to phrases, are generally marked off by commas.

The story, *however*, was pronounced untrue.

No man, *indeed*, is always happy.

RULE V.—Words or phrases in apposition are marked off by commas.

James Watt, *the improver of the steam engine*, was a native of Greenock.

Exercise 38.

Punctuate the following simple sentences :—

1. He was blessed with a sound understanding an intrepid spirit a benevolent heart 2. In our present advanced state it is a disgrace not to be able to write good English 3. In carrying a barometer from the level of the Thames to the top of St. Paul's Church in London the mercury falls half an inch marking an ascent of about five hundred feet 4. How sad how dreary how desolate is this scene 5. Is it not pleasant in the morning to brush the dew upon the upland lawn 6. Milton the author of "Paradise Lost" was blind 7. The signal being given the fleet weighed anchor 8. The grocer sells tea coffee sugar and spices 9. On the rich and the eloquent on nobles and princes the Puritans looked down with contempt.

XLI. REVIEW OF MAKING SIMPLE SENTENCES.

1. In the previous lessons we have learned all that goes to make up a simple sentence.

2. A simple sentence contains but a single statement, and therefore it can have only one subject and one predicate.

3. A sentence, however, may be simple, and still contain a great many words. This is because the simple subject—the noun—may be enlarged by words and by phrases, and the simple predicate—the verb—may be enlarged in the same way.

Birds fly.

This is a simple sentence in its briefest form.

Some birds of prey, having secured their victim, fly with it very swiftly to their nests.

This is still a simple sentence, but both subject and predicate are enlarged by words and phrases.

4. By way of practice and review, we shall now have an exercise in building up simple sentences :—

Separate Statements. . .

1. *A balloon is a bag.*
2. It is a thin bag.
3. It is a light bag.
4. It is made of varnished silk.
5. It is generally shaped like a globe.
6. It is filled with a fluid lighter than common air.

Combined . .

A BALLOON IS A *thin* (2), *light* (3) BAG, *made of varnished silk* (4), *generally shaped like a globe* (5), and *filled with a fluid lighter than common air* (6).

Separate Statements . . .

1. *Columbus returned to Spain.*
2. He returned in 1493.
3. He had spent some months in exploring the delightful regions.
4. These regions were now first thrown open to European eyes.

Combined . .

In 1493, Columbus returned to Spain, having spent some months in exploring the delightful regions now first thrown open to European eyes.

5. The reverse of *synthesis*, or building up detached statements into a simple sentence, is rhetorical *analysis*—that is, writing in separate sentences the different statements implied in the original sentence. Thus—

Goldsmith the author of the "Deserted Village," wrote with perfect elegance and beauty, in a style of mellow tenderness and elaborate simplicity.

This sentence may be resolved into the following statements:

1. Goldsmith wrote with perfect elegance.

2. Goldsmith was the author of the "Deserted Village."

3. He wrote with perfect beauty.

4. He wrote in a style of mellow tenderness.

5. He wrote in a style of elaborate simplicity.

6. Pupils should learn, first of all, to express their thoughts in simple sentences. They often fall into the habit of writing long, loose, ill-constructed sentences. In order to form the habit of clear composition, remember the following:—

RULE.—Do not combine disconnected statements by means of conjunctions or relative pronouns; but write short sentences, each expressing a complete thought. And whenever you have written a very long, involved sentence, break it up into two or more brief and clear sentences.

Exercise 39.

Combine the following groups of statements so that each group shall form a *simple sentence* :—

1. *London is a great city.* It is a commercial city. It is the capital of England. It is situated on the River Thames.

2. *I have a dress.* It is a pretty dress. It is a blue dress. It is made of silk. It is cut in the latest fashion. It is trimmed with lace.

3. *Charles XII., of Sweden was defeated.* He was defeated at Pultowa. It was by Peter the Great he was defeated. Peter the Great was Czar of Russia.

4. *The house was burned.* It was a white house. The house was on the hill. It had a beautiful garden.

5. *The smugglers came to the hermit's cell.* They came on the third day. They came by the direction of the peasants.

Change papers and write letters of criticism. Notice—

1. Is the sentence a simple sentence? 2. Are there any mistakes of spelling? 3. Is the punctuation correct? 4. Are the phrases arranged in the best possible manner? 5. Has the sentence any other faults? Can you improve it in any way?

XLII. CONSTRUCTION OF NOUNS.

(1.) Nouns as Subjects.

1. The usual place of a noun as the subject of a sentence is before the verb; as, *A messenger* was *sent.* But in certain cases this order is inverted—

1. When, for the sake of emphasis, some other important word or phrase is put first; as, (*a.*) Never will *a patriot* consent to so dishonourable a proceeding; (*b.*) In came *his father* just as he was writing to him; (*c.*) In the beginning was *the Word.*

2. In sentences which report a dialogue, as, said he, replied I, and the like; as, Come, said *my friend,* make haste!

3. In interrogative and in imperative sentences; as, Are you there?

Name the subjects in the following sentences, and show in what respect their place is not the usual one.

1. Down fell the house with a great crash. 2. Great is Diana of the Ephesians. 3. Then rose from sea to sky the wild farewell. 4. "What will become of the poor sheep?" thought she. 5. Has an answer yet been received? 6. May he be happy!

(2.) Use of the Possessive Form.

William's share was five thousand dollars.

Mary's share was five thousand dollars.

2. If we combine these sentences we shall have:—William's and Mary's share was five thousand dollars. But suppose we wish to say, not that each separately had five thousand dollars, but that the share of both together was five thousand dollars; we must then write, William and Mary's share was five thousand dollars.

RULE.—In a series of possessive nouns, if separate ownership is meant, write each noun with the possessive sign; if joint ownership, use the sign with the last only.

Tell in which sentence joint ownership is meant, and in which separate ownership.

1. Have you read any of Beaumont and Fletcher's plays?

2. Have you read any of Shakespeare's and Jonson's plays?

3. We admire Scott's genius.

3. In the sentence, We admire Scott's genius, suppose we wish to add to "Scott's" the explanatory noun the *novelist*, how shall we write the sentence?

We admire *Scott's* the *novelist's* genius.

We admire *Scott's*, the *novelist*, genius.

We admire *Scott*, *the novelist's*, genius.

The last form is the correct one.

RULE.—When two possessives are in apposition, the last alone takes the possessive sign.

NOTE.—In all such cases, however, it is much better to turn the sentence thus : We admire the genius of Scott, the novelist.

4. The following construction is bad English.

John going was unexpected.

The reason of *him* being there is unknown.

These sentences should be—

John's going was unexpected.

The reason of *his* being there was unknown.

(3.) Nouns as Objects.

5. Nouns are generally placed after the verbs of which they are the objects; as, The merchant has built a *house*. But if we wish to be emphatic, we place the object first; as, My *right* there is none to dispute=There is none to dispute my *right*.

Name the objects in the following sentences, and state what is unusual in their position.

1. The picture I have sold, but I will show your friend another. 2. Can honour's voice the silent dust provoke ? 3. The baker he hanged. 4. The liar we cannot respect. 5. The poor ye have always with you.

XLIII. HOW TO PARSE NOUNS.

(1.) Noun as Subject.

The *army* suffered defeat.

"Army" is a common noun, third person, singular number, neuter gender, and nominative case, subject of the verb "suffered," because it is that of which the statement, "suffered defeat," is made.

In the following sentences, parse the noun-subjects:

1. Fishes are covered with scales. 2. A wise son maketh a glad father. 3. From crag to crag leaps the live thunder. 4. The horse is a quadruped.

(2.) Nouns as Object.

Columbus discovered *America*.

"America" is a proper noun, third person singular, neuter gender and objective case, object of the verb "discovered."

In the following sentences, parse the noun-objects:

1. The cat followed the girl. 2. A man killed a tigress. 3. The farmer sold the horse. 4. The people saw the giant.

(3.) Noun in Apposition.

Milton, the *poet*, was blind.

"Poet" is a common noun, third person singular, masculine gender, and nominative case, in apposition with "Milton," since it denotes the same person.

In the following sentences, parse the nouns in apposition:

1. Milton, the English poet, wrote "Paradise Lost." 2. The Christians were persecuted by Nero, the infamous emperor. 3. That useful animal, the camel, is found in Asia and Africa.

(4.) Noun as Predicate Nominative.

Queen Victoria is *Empress* of India.

"Empress" is a common noun, third person singular, feminine gender, in the predicate nominative after "is," and explains the subject, "Queen Victoria."

In the following sentences, parse the nouns in the predicate nominative:

1. Iron is a metal. 2. Franklin was a printer. 3. In a few years we shall be men.

(5.) Noun in Possessive Case.

The *boys'* slates are broken.

"Boys'" is a common noun, third person plural, masculine gender, possessive case, and limits the noun "slates."

In the following sentences, parse the nouns in the possessive case:

1. The beggar's rags may cover a noble heart. 2. The girl's slate broke, and the children's toys were lost. 3. Who soiled the horse's saddle? 4 The hero's harp and the lover's lute are silent.

(6.) Noun used in a Phrase.

The man *with the white coat* came *from London.*

"Coat" is a common noun, third person singular, neuter gender, and objective case; is joined by the preposition "with" to the noun "man:" "with the white coat" is an adjective phrase.

"London" is a proper noun, third person singular, neuter gender, objective case, and is joined by the proposition "from" to "came:" "from London" is an adverbial phrase.

In the following sentences, parse the nouns used in phrases:

1. The boy in the boat caught a fish with a line. 2. The child met me on the road. 3. A sailor at sea looks hopefully for land.

(7.) Noun as Nominative Independent

Our *Father*, who art in heaven.

"Father" is a proper noun, second person singular, masculine gender, and nominative of address.

The *mist* having arisen, a beautiful prospect was disclosed.

"Mist" is a common noun, third person singular, neuter gender, and nominative absolute, used independently in the phrase "the mist having arisen."

In the following sentences, parse the nouns independent:

1. Oh mighty Cæsar! dost thou lie so low? 2. Columbus having finished the account of his voyage, the sovereigns sank upon their knees. 3. Speak, marble lips! 4. The battle being ended, the general counted his loss.

Exercise 40.

Parse all the *nouns* in the following sentences:—

1. James roasted the apples, 2. The source of the Nile has been discovered by no one yet. 3. Coal-fields are the remains of vast forests. 4. The patriot's heart bled. 5. Wilberforce was a patriot. 6. O Death, where is thy sting?

XLIV. CONSTRUCTION OF ADJECTIVES.

(1.) The Article.

1. When two or more nouns or adjectives refer to the same thing, the article is prefixed to the first only; but if they refer to different things, the article should be repeated with each.

ILLUSTRATIONS.

1. The governor and commander-in-chief has arrived (that is, one person).

2. The governor and *the* commander-in-chief have arrived (that is, two persons).

3. He lives in a long and narrow street (one street).

4. The rich and *the* poor have a common interest (two classes).

Show the application of this rule in the following sentences :—

1. The ox and the sheep are the domestic animals chiefly used for food.

2. Benjamin Franklin, the philosopher and statesman, lived in Philadelphia.

3. The three brothers were under a large and spreading tree.

4. I passed a man and a boy on my way to the village.

5. Bishop Butler is a better reasoner than writer.

6. I saw a red, white, and blue flag. Here is a white and a red flag.

(2.) Comparison.

2. The comparative is used when two objects are compared ; the superlative, when more than two. Hence—

RULE.—Never use the superlative when but two objects are compared.

The Euphrates and the Tigris are rivers of Asia : of these, the Euphrates is the *larger*, and the Tigris the *more rapid*.

It would be wrong to say, The Euphrates is the *largest ;* The Tigris the *most rapid.*

Why is this sentence incorrect—This is the best house of the two?

(3.) Position of Adjectives.

3. An adjective generally precedes its noun ; as A *wise* man ; A *great* and *wise* man. But it may follow it for emphasis or in poetic construction ; as, A man *wise* and *good :* A man he was to all the country *dear*.

(4.) Adjectives for Adverbs.

4. A few verbs containing the meaning of the verb *be* can take a predicate adjective instead of an adverb.

1. The rose smells *sweet.*

2. The velvet feels *smooth.*

5. It would be incorrect to say, The rose smells *sweetly;* The velvet feels *smoothly.* What these sentences mean is, that the rose *is* sweet to the scent, and that the velvet *is* smooth to the touch.

NOTE.—In parsing, notice that there are a few verbs like

1. Smell. 3. Look. 5. Become.
2. Feel. 4. Taste. 6. Grow.

That these verbs all have the verb *be* in them, and that these verbs take a predicate adjective, whereas all ordinary verbs take adverbs.

Would you say, "Miss Smith looks *beautifully?*" [Adverb.] Why not? Would you say, the lemon tastes *sourly?*" Why not?

(5.) Parsing of Adjectives.

6. An adjective is parsed by saying that it describes or limits the noun [naming it].

7. A predicate adjective is parsed by saying that it is the predicate adjective, and describes the subject of the verb.

MODEL.—What an *excellent* thing is knowledge. "Excellent" is an adjective, positive degree, and pescribes the noun "thing."

The way was *long.*

"Long" is an adjective, positive degree, after the verb "was," and predicated of the subject, "way."

Exercise 41.

A.

Parse the *adjectives* in the following sentences :—

1. The long grass of the prairies sometimes catches fire. 2. There are high mountains and deep valleys in Switzerland. 3. The best fruits grow in warm countries. 4. The way was long, the wind was cold; the minstrel was infirm and old. 5. Water is transparent. 6. The fields look brown. 7. Silkworms are curious and industrious little creatures. 8. I heard this wonderful story when I was a little girl. 9. This house is colder than yours. 10. The ostrich is the largest [bird] of birds.

B.

Correct the errors in *adjectives* :—

1. Which is the oldest of these two boys ? 2. The fields look greenly. 3. The dog smells disagreeably. 4. Emilie is the brightest of my two daughters. 5. This cake tastes sweetly. 6. Mary sings sweet

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XLV. MISUSED ADJECTIVES.

(1.) These for This.

1. The adjective *this* must be used only with singular nouns; *these* with plural nouns. This rule is violated in such expressions as "*these* sort of people," "*those* kind of horses." We must say, "*this* sort of people," "*that* kind of horses."

(2.) Them for These.

2. The personal pronoun *them* is frequently used for the adjective *those;* as "*them* things," meaning "*those* things." The word "them" is the object-form of the pronoun "they;" hence it cannot be used as an adjective. We might as well say "*him* carriage," "*him* book," for "*his* carriage," "*his* book."

(3.) This here.

3. The use of *this here*, and of *that there*, instead of *this* and *that*, is incorrect. The word *this* expresses all that can be denoted by "this here," and *that* expresses all that can be denoted by "that there."

(4.) High-sounding Adjectives.

4. The pupils may write on slates or on paper the following adjectives:—

Awful.	Splendid.
Frightful.	Tremendous.
Horrible.	Dreadful.

5. These are all good English adjectives. It is perfectly proper to use them when we use them *rightly*. But these words, and some others like them, are very often abused by careless children and grown people.

6. "Awful" means *inspiring awe*. We may say of a thunder-storm that it was *awful*, and this would be perfectly proper, because a thunder-storm is *awe-inspiring*.

7. Would it be proper to speak of an "*awful* lot of fun?" or of an "*awfully* hard lesson?" Certainly not. There is nothing awe-inspiring in either of these things. The person who uses such expressions means merely that there was a *great deal* of fun, and that the lesson was *very* hard.

8. RULE.—Never use an adjective larger in meaning than the idea you wish to express.

ILLUSTRATIONS.

1. The heat was perfectly *frightful.*

In most cases, all that is meant by the above is that the heat was very *great*, or very *oppressive*, or simply that it was *very hot.*

2. When we got to the hotel we had a *horrible* dinner.

"Horrible" is properly applied only to something that strikes us with *horror;* and a dinner would need to be a repast like a cannibal's to deserve the name of *horrible.* "We had a *very bad* dinner," would fully describe what is meant.

Exercise 42.

Correct the errors in the following sentences:—

Them apples are sour. Those sort of people are always complaining. Writing letters is an abominable nuisance. Grandmother was some better last night. Them boys are making an awful racket. We saw a tremendously big spider. The music was awfully gorgeous. Hand me them slates. He finds it more simpler to take your plan.

XLVI. LESSON ON THE AGREEMENT OF VERBS.

1. In grammars, the rule for verbs is that they must agree with their subjects in number and person; therefore, with a singular subject of the *third person*, the verb in the present tense must take an *s.*

2. But we must be very careful with a few very irregular forms, remembering that *has*, *does*, *goes*, and *is* are used with subjects of the third person singular, and *have*, *do*, *go*, and *are* with all other subjects.

3. We know that such expressions as The horses *runs*, the boys *has* gone to school, the dog *walk*, are wrong, and why they are wrong. But there are other forms of expression that are not so simple as these.

5. The first difficulty in using these verbs correctly occurs *when the subjects have qualifying phrases.*

ILLUSTRATIONS.

1. The *union* of two great rivers *produces* the La Plata.

The verb is "produces;" the subject is "union." "Union" is in the singular number, and hence "produces" is rightly in the singular number, to agree with it. The word "rivers," in the phrase "of two great rivers," can have nothing to do with the form of the verb, because "rivers" is used with a preposition to form an adjective phrase, and hence it has no control over the subject of the verb.

2. The condition of the roads *are* horrible.

The real subject of the verb is the noun "condition," which is singular. The verb, therefore, should be *is*—the *condition is*. The phrase "of the roads," being a mere qualifier, has no control over the form of the verb.

6. RULE.—When a subject has qualifying words or phrases, select the real subject, and make the form of the verb agree with that, without reference to the qualifying words or phrases.

Exercise 43.

A.

What word is the real subject in these sentences?

1. The direction of the mountains was towards the south. 2. The store, with all the goods in it, was destroyed. 3. None of our children likes tomatoes. 4. Six months' interest seems to be due. 5. The mechanism of clocks and watches were then unknown (wrong). A variety of circumstances are to be taken into account (wrong).

B.

What phrase in each of the preceding sentences might lead a careless speaker into making a mistake in the form of the verb?

MODEL.—Six months' interest seems to be due.

The verb is "seems," in the singular number: It agrees with its subject, "interest." The word "months'" has no control over the form of the verb, because that word is in the possessive case, and limits "interest."

XLVII. VERBS WITH TWO SUBJECTS.

(1.) Two Nouns joined by "and."

1. Sometimes the subject of a verb consists of two or more singular nouns. Thus:

1. The horse, the ox, and the deer *are* quadrupeds.

2. Grace and Gertrude *have* recited their lessons.

3. Gold and silver *are* precious metals.

2. In the first sentence the subject consists of three singular nouns, connected by "and." What are they? The subject of the second sentence is two singular nouns, connected by "and." What are they? The subject of the third sentence is two singular nouns. What are they?

3. RULE.—Two or more singular subjects, meaning different persons or things, and joined by AND, take a verb in the plural.

4. Exceptions.—There are some apparent exceptions to the rule.

ILLUSTRATIONS.

1. A gentleman and scholar *lives* here.

EXPLANATION.—This means that *one person*, who is both a "gentleman" and a "scholar," *lives* here.

2. Why *is* dust and ashes proud?

The "is" is correct, because we are really speaking of one thing, namely, "man."

3. The boy, and not the dogs, *is* to blame.

The verb "is" is correct. The sentence really makes two statements—the boy *is* to blame; the dogs *are not* to blame. But as one subject is singular and the other plural, we cannot make both statements by means of one verb. Hence we make the verb agree in number with the affirmative subject, and leave the correct form of the verb to be *understood* with the negative subject.

4. Every tree and every shrub *is* in bloom.

The rule in such cases is that when two or more singular subjects joined by *and* are described by the adjectives *each*, *every*, or *no*, the verb takes the singular form.

(2.) Two Nouns joined by "or" or "nor."

5. RULE.—Two or more singular subjects joined by OR or NOR require a verb in the singular.

ILLUSTRATIONS.

1. John or his brother *has* the book.

The two singular subjects are "John" and "his brother." They are separated by "or," and hence, as we really make the statement of only *one*, the verb "has" is singular.

2. Either Anne or Jane *tell* a falsehood.

You observe that the verb "tell" is the plural form. But this is wrong; the statement is made of but *one*, and hence the verb should be singular—*tells* a falsehood.

6. Sometimes one of the subjects separated by *or*

or *nor* is singular and the other plural. In this case the verb is made to agree with its nearest subject. Thus: He or his friends *are* to blame.

Exercise 44.

Correct the errors in the *form of the verbs* in the following sentences:—

1. Pines and firs grows in Norway and Sweden. 2. My friend and companion are dead. 3. The general, but not the soldiers, have arrived. 4. Neither silk nor tea are produced in this country. 5. Where is the hopes or the vigour of youth? Are Toronto or Hamilton the capital of Ontario?

XLVIII. LESSON ON "THERE IS" AND "THERE ARE."

1. Shall we say "there *is* or "there *are?*" This depends entirely on what comes after *is* or *are.*

1. There *are* apples on the tree.
2. There *is* water in the milk.
3. There *is* a peck of potatoes in the pantry.
4. There *are* many flowers born to blush unseen.
5. There *is* a pleasure in the pathless wood.

2. Let us now see why we say *is* or *are* in each case.

1. There *are* apples on the tree—because the plural noun "apples," coming after "are," is its subject.

2. There *is* water in the milk—because the subject is the singular noun "water."

3. There *is* a peck of potatoes in the pantry—because the subject is the noun "peck," which is singular; it matters not that we speak of a peck "of potatoes," because "of potatoes" is a mere phrase, and can have no influence on the number of the subject.

4. There *are* many flowers born to blush unseen—because the subject is the plural noun "flowers."

5. There *is* a pleasure in the pathless woods—because the subject is the noun "pleasure," which is in the singular number.

3. Thus we clearly see that whether we shall say there *is* or there *are* depends entirely on the number of the real subject.

4. Now, what is the little word "there?" If we say, "The book is *there*," the word "there" is an *adverb*. But "there," in the sentences given above, is not an *adverb*. Thus—

There came to the beach a poor exile of Erin.

This is the same as if we should say,

A poor exile of Erin came to the beach.

In all such cases the word *there* serves to introduce the statement, while the *real* subject comes after the verb. It may be called an *introductory particle.*

5. The same rule that applies to "there *is*" and "there *are*" applies to all verbs used in the same way with *there*. The verb must agree with the real subject, which will be found after the verb.

Exercise 45.

Correct the following *verbs*:—

1. There's many men who cannot read. 2. There are a great difference in the dispositions of people. 3. There was ten thousand men killed at Waterloo. 4. Live there a man with soul so dead? 5. There appears to be many who will not be promoted. 6. There is two or three apples on the table. 7. In fact, there is no servants in the house. 8. There are, indeed, a great number in attendance. 9. There were a shoal of herrings. 10. There was many fires last year.

XLIX. SYNTAX OF PRONOUNS.

(1.) Agreement of Pronouns.

1. Pronouns stand for nouns. Hence in using pronouns we must be very careful that we use the right pronouns, and also that we use them correctly.

2. Rule.—A pronoun must be of the same number as the noun it is meant to represent. as, "The man is sick: he has a fever;" "The men are foolish, because they waste *their* money.

3. Rule.—When two or more singular nouns are joined by *and*, the pronoun used to represent them must be plural; but when separated by *or* or *nor*, the pronoun must be singular. Thus, "Whales and elephants are mammals: *they* suckle *their* young." "When he sees a dog or a cat, he chases it."

4. Rule.—Collective nouns require singular or plural pronouns according as they convey the idea of unity or plurality. Thus, "The

Dominion Parliament [idea of unity] meets in February, and *it* will adjourn in May." "The people [idea of plurality] have disagreed, and they will continue to quarrel."

*** When one or more nouns are preceded by the words *each*, *every*, *either*, or *no*, the nouns are considered singular, and must be represented by singular pronouns.

Correct the mistakes in the pronouns:

1. Both James and John respect his teacher. 2. Every man is the architect of their own fortune. 3. The army dragged themselves along through the mud. 4. Every boy and girl must learn their lesson. 5. The dog is a faithful animal when their master is kind to them. 6. Anybody in their senses would have known better.

(2.) Pronouns as Subjects.

5. RULE.—**When a pronoun is used as the subject of a verb, it must take the subject-form, that is, the nominative case.**

6. We should say,

I go to town;
He takes a walk.

And not,

Me go to town;
Him takes a walk.

7. Now, it is not at all likely that any person would say, "*Me* go to town;" "*Him* takes a walk;" but careless people are constantly committing mistakes that are nearly as bad.

ILLUSTRATIONS.

1. Richard is taller than *me*.
2. Mary is older than *him*.
3. Who wants a kite? *Me*.

In each of these sentences there is a verb understood. Let us write the sentences out in full :—

1. Richard is taller than *me* am.
2. Mary is older than *him* is.
3. Who wants a kite? *Me* wants a kite.

"Me" is not the subject-form, but the object-form. So "him" is not the subject-form, but the object-form. Supplying the subject-form, we have the sentences in the right shape :

1. Richard is older than *I*.
2. Mary is taller than *he*.
4. Who wants a kite? *I*.

(3.) Pronouns as Objects.

8. RULE.—A pronoun used as the object of a verb, or with a preposition, must take the object-form, that is, the objective case.

9. This means that we should say,

I do not know *whom* I love best.

And not,

I do not know *who* I love best

Here "whom" is the object of the verb "love," and hence it has, quite properly, the object-form; but "who" is the subject-form, which is incorrect.

10. A pronoun governed by a preposition must always be in the objective form. Thus : To *whom* did you give that book : not To *who* did you give that book?

11. The following incorrect form of expression is very often heard :—

Between you and *I*.

This should be "Between you and *me*." The preposition *between* requires the object-form of the pronoun; hence *me*, and not *I*, should be employed.

Correct the mistakes in the pronouns :

1. Peter is in the same class as me. 2. Who do you see, sister Anne? 3. Between you and I, all is not gold that glitters. 4. No such girl as her should be promoted. 5. Let you and I go out boating. 6. Who did you get that book from?

(4.) Common Mistakes in Pronouns.

12. The pupils may write the following sentences :

1. Richard he went to school.
2. Eva she forgot her lunch-basket.
3. The dog it ran down the street.

You may make these sentences good English by leaving out the "he" in the first sentence, the "she" in the second, and the "it" in the third.

In the first sentence, "Richard he went to school," the subject is "Richard." The pronoun "he" is quite unnecessary, because you have the subject, Richard. The sentence should, therefore, be "Richard went to school," or "He went to school."

13. DIRECTION.—Do not use a personal pronoun as the subject of a verb when the verb has already a noun for its subject.

(5.) Politeness in Pronouns.

14. RULE I.—In the position of singular pronouns of different persons, the second (you) precedes the

others (he, she, it, I); and the third (he, she, it) precedes the first (I); as, *You* and *he* will go. *He* and *I* will go.

OBSERVATION.—Here "he" and "you," "I" and "he," would not be correct.

15. A noun has the same place as a third personal pronoun; as, He says he saw either my *cousin* or *me*.

OBSERVATION.—Here "cousin" in the third person, precedes "me" in the first.

16. RULE II.—With the plural pronouns, we has the first place, you the second, and they the third; as, *We* and *they* start to-morrow.

EXPLANATION.—The reason of the difference in the position of the singular and of the plural pronouns is this:—In the singular number, the speaker (*I*), out of politeness, puts himself after the person spoken to and the person spoken of. But in the plural number, for the same reason, he puts those who are most intimately associated with him in the first place (and hence is forced to use the pronoun *we*), then the persons spoken to, and then those spoken of.

In the following sentences, write over the pronouns of what person they are, and point out the application of the rules just given.

1. I would have told you and him a piece of news, if you had stayed. 2. How did you and John settle the matter? 3. Why should Mary and I be kept at home? 4. Neither we nor you have done our duty. 5. We and our brothers are going to a party.

(6). It is I.

17. Pupils may write the following sentences:—

1. It is *I*.
2. Who is the general? I am *he*.
3. We thought it was *she*.

The pronon "I" is in the subject-form, and comes after the verb "is." The pronoun "he" is in the subject-form, and comes after the verb "am." The pronoun "she" is in the subject-form, and comes after the verb "was."

18. In these sentences it would be incorrect to say,

1. It is *me*.
2. Who is the general? I am *him*.
3. We thought it was *her*.

In these incorrect sentences the pronouns "me," "him," and "her" are in the object-form. Why should the subject-form be used in place of the object-form? The reason is that the verb *be* denotes that what comes after it is the same as what comes before it. "It is *I*" means "*I* am the person spoken about." "We thought it was *she*" means, "We thought *she* was the person referred to.'

19. Now write the two following sentences:—

1. They thought that *it* was *I*.
2. They thought *them* to be *us*.

In the first sentence, "I" is in the subject-form, because the verb "was" is preceded by *it*, a pronoun-subject. It would be incorrect to say, "They thought that it was *me*." In the second sentence, the pronoun "us" is in the object-form, and this is correct. Why is this? The reason is that the verb "be" is preceded by "them," an object-pronoun.

20. RULE.—The subject-form of the pronouns comes after the verb BE when a subject comes before the verb BE. The object-form of the pronouns comes after the verb BE when an object comes before the verb BE.

(7.) Parsing Pronouns.

21. Pronouns have the same inflections as nouns, and are parsed in the same way as nouns.

L. SYNTAX OF ADVERBS.

(1.) Position of Adverbs.

1. RULE.—Adverbs should be so placed in a sentence as to qualify the word intended.

ILLUSTRATION.

1. He came to see me *only* once.
2. He *only* came to see me once.

2. These two sentences have different meanings according as the adverb "only" is placed so as to qualify *once* or *came*. The first means, "He came to see me *only* once," *not oftener*. The second means, "He *only* came to see me once"—*he did nothing else*.

See in how many positions you can place the adverbs in these sentences, and tell the change of meaning made by each shifting of place.

1. Only he mourned for his brother.
2. We may probably go there to-morrow.
3. Charles resolved immediately to make an apology.

(2.) Misuse of Adjectives for Adverbs.

3. DIRECTION.—Never use adjectives as adverbs. Say, The girl speaks *distinctly*—not *distinct*.

Is there anything wrong in these sentences?

1. Pauline writes elegant.
2. Joseph walks slow.

4. Remember that verbs can be qualified only by *adverbs*, and that the only seeming exception is in the case of a few verbs that contain the meaning of the verb *be*. (See Lesson XLIV., page 104.)

5. DIRECTION.—Use the adjective, and not the adverb, when you can change the verb into the corresponding part of the verb *be*. Thus, The fields *look green*, might be, The fields *are* green.

He looks *cold*; The air felt *keen*; } but, { He looks *coldly* on us. He felt the insult *keenly*.

6. Would you say, She looks *fine*, or *finely*? Would you say, Mary looks *beautifully*, or *beautiful*?

(3.) Double Negatives.

7. RULE.—In English, two negatives are equal to an affirmative. Hence, never introduce two negatives when you intend to make a negative statement.

ILLUSTRATION.

I have *not* done *nothing.*

This means I have done *something;* whereas what was meant was, I have *not* done *anything*, or, "I have done nothing."

Correct these sentences:

1. I don't like geography nohow. 2. I did not get no dinner to-day. 3. Can your father not do no work? 4. He did not say nothing.

Parsing Adverbs.

8. Adverbs are *parsed* by telling the degree, if inflected, and by saying, They limit the verb, adjective, or other adverb [naming it].

Exercise 46.

Parse the *adverbs* in the following sentences:—

1. The very fairest flowers usually wither most quickly. 2. Slowly and sadly we laid him down. 3. The pupil has answered very well. 4. When are you coming? 5. We will know our lesson better to-morrow. 6. She loved not wisely, but too well.

LI. ON COMPOUND SENTENCES.

The rain descended, and the floods came.

1. Here two statements, "The rain descended," "the floods came," are joined into one sentence by the conjunction "and," but neither qualifies the other.

2. DEFINITION.—A sentence consisting of two or more statements joined, so that one does not qualify another, is called a compound sentence.

EXPLANATION.—If we should say, "*When* the rain descended, the floods came," the first statement would qualify the second; it would tell *when* the floods came. "When the rain descended, the floods came," is not a *compound*, but a *complex* sentence, of which we shall speak hereafter.

3. The different statements of a compound sentence are called its *members*.

4. The members of a compound sentence are joined by one of the *co-ordinate* conjunctions. The principal co-ordinate conjunctions are *and*, *but*, *or*, *hence*, *either—or*, *neither—nor*.

NOTE 1.—Sometimes the conjunction is omitted; but if the sentence contains two principal statements, it is still a compound sentence. Thus—"Man proposes, God disposes."

NOTE 2.—Sometimes the connecting word is a relative pronoun or a relative adverb.

EXAMPLE 1.—"The next battle was that of Zama, *which* decided the war." This is equivalent to, "*and this* decided the war."

EXAMPLE 2.—"I shall be here at ten o'clock, *when* I shall expect to meet you" = "*and then* I shall expect to meet you."

We shall hereafter see that relative pronouns and relative adverbs generally connect a subordinate clause with a principal member, and so make a complex sentence. But when the relative pronoun or adverb contains the sense of *and*, the sentence is *compound*.

Select the members of the following compound sentences, and name the connectives, if any:

1. John went, but James stayed at home. 2. Give me my wages, and send me away. 3. He is a diligent boy; hence he succeeds well. 4. Go to the ant, thou sluggard; consider her ways and be wise. 5. I shall either see you, or write to you.

Supply a second member to make compound sentences out of the following:

1. The clouds are dispersed, and ——. 2. To err is human; but ——. 3. We learn our lessons carefully; therefore ——. 4. Either you never asked me to do it, or ——.

5. Contracted Compound Sentences.—It often happens that different members of a compound sentence have the same subject, or the same predicate, or the same enlargements of either or of both. When these common elements are omitted in one of the members, the sentence is a *contracted* compound sentence.

ILLUSTRATIONS.

1. The birds saw the little pool, and the birds came there to drink.

Contracted thus: The birds saw the little pool and came there to drink.

Here the subject "birds," being common to both members, is omitted from the second, and the sentence is contracted.

2. Either a knave must have done this, or a fool must have done this.

Contracted: Either a knave or a fool must have done this.

Here the predicate "must have done this," being common to both members, is omitted from the first.

3. Cold produces ice, and heat dissolves ice.

Contracted: Cold produces, and heat dissolves ice.

The object "ice," being common to both members, is omitted from the first member of the contracted form.

Exercise 47.

A.

Contract the following *compound sentences*, and state the nature of the contraction :—

1. The jackal happened to be at a short distance, and the jackal was instantly dispatched on this important business.

2. The rice-plant grows in great abundance in India; the rice-plant grows in great abundance in China.

3. We examined their implements, we examined their clothes, we examined their food.

4. Canada exports wheat; England imports wheat.

4. The young soldier joined his regiment, and the young soldier was present at the battle.

B.

Contract the following four sentences into one *compound sentence* of nine words :—

1. Frogs live on land. 2. Frogs live in water. 3. Seals live on land. 4. Seals live in water.

LII. ANALYSIS OF COMPOUND SENTENCES.

In analyzing a compound sentence, it is only necessary to mention of what statements (two or more) it is made up, to tell what conjunction connects the statements, and then proceed to analyze the separate statements in precisely the same manner in which we analyzed simple sentences.

Model of Analysis.

The Second Punic War lasted for sixteen years, and it ended in 202 B.C.

This is a compound sentence. It is composed of the two state-

ments, "The Second Punic War lasted for sixteen years," "It ended in 202 B.C." These statements are connected by the co-ordinate conjunction "and."

The first statement is, "The Second Punic War lasted for sixteen years." The simple subject is "war." The subject is enlarged by the adjectives "the" and "second" and "Punic." The simple predicate is "lasted." The predicate is enlarged by the adverbial phrase "for sixteen years."

The second statement is, "It ended in 202 B.C." The subject is "it"—not enlarged. The simple predicate is "ended." The predicate is enlarged by the adverbial phrase "in 202 B.C."

Exercise 48.

Analyze the following *compound sentences*:—

1. The country was rich, and the city was the centre of its wealth. 2. The man recovered from the bite, but the dog died. 3. The army must gain a victory, or our cause will be ruined. 4. All the world is a stage, and all the men and women [are] merely players. Prosperity did not unduly elate him, nor did misfortune cast him down.

Change papers, and write letters of criticism.

LIII. MAKING COMPOUND SENTENCES.

1. We have had considerable practice in breaking up long, loose compound sentences into a series of simple sentences, each containing but one statement.

2. It is very clumsy to combine in one sentence a series of statements loosely connected by *ands* and *ifs*, *buts* and *ors*; and if the pupil has profited by the exercises given, he will have learned to avoid so faulty a way of writing and speaking.

3. But, at the same time, it is very important to be able to compose good compound sentences. If a

letter or a composition consists of *nothing* but little simple sentences, it will be too much broken up. The following will illustrate this :—

The Lion.

1. The lion is found in Africa. 2. The lion is found in Asia. 3. During the day the lion slumbers in his retreat. 4. Night sets in. 5. The lion then rouses himself from his lair. 6. The lion then begins to prowl. 7. In general, the lion waits in ambush. 8. The lion sometimes creeps towards his victim. 9. The lion seizes his victim with his powerful claws.

4. Here are nine simple sentences. The effect is not agreeable when you read the piece aloud. The sentences are too much of the same length. Then the words "the lion" occur too frequently, the writer apparently forgetting that there are such things as pronouns, and that *pronouns stand for nouns*.

5. Sentences 1 and 2 should be brought together into one contracted compound sentence, thus:

1. The lion is found in Africa and in Asia.

6. Sentences 3, 4, 5, and 6 may be blended into one compound sentence, thus:

2. During the day he slumbers in his retreat; but, when night sets in, he rouses himself from his lair, and begins to prowl.

7. Sentence 7 may remain unchanged in form—a short simple sentence between two somewhat long compound sentences. The pronoun *he* should, however, be substituted for "the lion," thus:

3. In general, he waits in ambush.

8. Sentences 8 and 9 should be connected into one compound sentence, thus:

4. Sometimes, however, he creeps towards his victim, and seizes it with his powerful claws.

9. The composition now reads as follows, and is certainly much better than it was in its original form:

The lion is found in Africa and in Asia. During the day he slumbers in his retreat; but, when night sets in, he rouses himself from his lair, and begins to prowl. In general, he waits in ambush. Sometimes, however, he creeps towards his victim, and seizes it with his powerful claws.

NOTE.—In writing the following exercise, make any changes that are needed to bring the pieces into good shape. The more thought you give to these exercises, the better will be the result.

Exercise 49.

Combine the *simple sentences* in each of the following paragraphs into *compound sentences* where it is necessary, so as to produce a continuous narrative:

A.

The robin is a well-known bird. The robin is called the redbreast. The robin's breast is of a deep red orange colour. The head is brown. The upper parts are brown. The head and upper parts are tinged with greenish olive.

B.

The whale is the largest animal known to us. The whale is sometimes met with from sixty to seventy feet in length. It is an inhabitant of the seas within the Arctic Circle. It is an inhabitant of the seas within the Antarctic Circle. Whale-fishing is carried on to a considerable extent from several countries. This animal is valuable for its oil. We obtain oil from it. The oil is called blubber. This animal is valuable also for its whalebone. The whalebone is obtained from its mouth. There it acts as a sieve, to retain the food the whale obtains by straining the sea-water.

C.

A hungry dog had picked up a bone. He hurried away with it. He came to a nice clear brook. The brook was crossed by a plank. The sun shone brightly. The dog's shadow was made

vivid in the water. He mistook it for another dog with a bone in his mouth. He coveted the second bone. He made a snap at the shadow. He took fright at his own ugly face. The face seemed to come quite close to him with open jaws. He ran yelping away. He lost both bones. He was thus the victim of his own greediness. He was thus the victim of his own cowardice.

D.

Alphonso was king of Sicily. Alphonso was king of Naples. Alphonso was remarkable for kindness to his subjects. Alphonso was remarkable for condescension to his subjects. At one time Alphonso was travelling privately through Campania. Alphonso came up to a muleteer. The muleteer's beast had stuck in the mud. The muleteer could not draw it out with all his strength. The poor man had implored the aid of every passenger in vain. He now sought assistance from the king. He did not know who the king was. Alphonso instantly dismounted from his horse. Alphonso helped the man. Alphonso soon freed the mule. Alphonso brought it upon safe ground. The muleteer learned that it was the king. The muleteer fell on his knees. The muleteer asked his pardon. Alphonso removed his fears. Alphonso told him that he had given no offence. The goodness of the king reconciled many to him. Many had formerly opposed him

E.

The polar bear is of a white colour. It is found in the Arctic regions. It leads almost entirely an aquatic mode of life in these regions. Its body is long. Its head is flat. Its muzzle is broad. Its mouth is peculiarly small. The paws are very large. They are covered on the under side with coarse hair. From the coarse hair it derives security in walking over the slippery ice. The fur is long. The fur is woolly. It is of fine texture. It is of considerable value.

LIV. COMPLEX SENTENCES.

I shall be ready when you call me.

He will learn if you teach him.

1. The first sentence consists of two statements, of which the second, "when you call me," qualifies

the predicate of the other, "I shall be ready." The second sentence is of two parts, of which one, "if you teach him," is a supposition qualifying the other, or principal statement, "he will learn."

DEFINITION.—A sentence consisting of two or more statements joined together, so that one statement is principal and the other subordinate, is called a COMPLEX SENTENCE.

3. The principal part is called the *principal member;* the subordinate part is called a *clause*, or *subordinate sentence.*

4. Clauses are generally joined to principal members:—

(1.) By subordinate conjunctions, such as *that* and *if.*

(2.) By the relative pronouns—*who*, *which*, *that*, *what.*

(3.) By relative adverbs—*when*, *where*, *why.*

5. There are three kinds of clauses:

The noun clause, or noun sentence.

The adjective clause, or adjective sentence.

The adverbial clause, or adverbial sentence.

(1.) The Noun Clause.

6. DEFINITION.—A clause which is the subject or the object of the principal member is called a noun clause; as "Do you remember *what I said?*"

Exercise 50.

A.

Point out the *noun clauses* in the following sentences, and tell whether they are subjects or objects:

1. They soon saw that the elephant's mouth was underneath his trunk. 2. No one could tell what had become of him. 3. That we get leather from skins is known to every one. 4. Where Homer was born is not known. 5. Every one thought the tree would be blown down.

B.

Supply *noun clauses* in the following sentences:

1. Do you not remember ——— ? 2. Most people know ———. 3. How could she hear ——— ? 4. People used to think ——— 5. He asked one of the masons to tell him ———.

7. DEFINITION.—A clause that qualifies a noun is called an adjective clause; as, "Those birds *that live on other animals* are called birds of prey."

Exercise 51.

A.

Point out the *adjective clauses*, and tell what nouns they qualify:

1. I know a story of an eagle, which you will like to hear. 2. The crowd that had gathered round to welcome her now stood back. 3. Franklin, who was a great philosopher, was born in Boston. 4. We get silk from a caterpillar which is called the silk-worm. 5. The house where Shakespeare was born still stands. 6. Among the foreigners who repaired to Egypt to buy corn were the brethren of Joseph. 7. The Scots, who advanced to York, ravaged the country with unsparing fury. 8. The minutest animal that is attentively examined affords a thousand wonders. 9. The heart of Robert Bruce, which was preserved in a silver case, was consigned to the care of Douglas.

B.

Supply *adjective clauses.*

1. I will show you the book ———. 2. The hides of oxen and sheep are sold to the tanner ———. 3. The milk and the butter ——— are obtained from the cow. 4. That is the house ———. 5. Are these the acorns ——— ?

(3.) The Adverbial Clause.

DEFINITION.—A clause that qualifies the verb of the principal member is called an adverbial clause; as, "The daisy shuts her eye *when the dew begins to fall.*"

Exercise 52.

A.

Point out the *adverbial clauses.*

1. We shall sail when the moon rises. 2. The sugar-cane is pressed between heavy rollers till all the juice runs out. 3. As they drew near the nest, the eagle dashed by. 4. If we study, we shall improve. 5. You will not succeed unless you persevere.

B.

Supply *adverbial clauses.*

1. We shall be glad to see you ———. 2. Come ———. 3. I will tell you a secret ———. 4. Charles had been five minutes on the ice ———. 5. We shall learn a great many things ———.

C.

Write a *complex sentence* on each of the following words:

1. Ants.
2. Music.
3. The buffalo.
4. Columbus.
5. Scholars.
6. Geography.

Change papers, and write letters of criticism.

LV. ANALYSIS OF COMPLEX SENTENCES.

In analyzing complex sentences, proceed as follows:

I. Tell which is the principal member.

II. Tell which is the clause.

III. Tell what connective joins the clause with the principal member.

IV. Then analyze the principal member and the clause, as in the case of simple sentences.

Model of Aalysis

Example.

When the war closed, the Commander-in-chief retired to his home.

This is a complex sentence. The principal member is, "The Commander-in-chief retired to his home." The clause (or subordinate proposition) is, "when the war closed." The connective is the relative adverb "When." The subject of the principal member is "The Commander-in-chief." The predicate is "retired." The predicate is enlarged by the adverbial phrase "to his home." The subject of the clause is "the war." The predicate is "closed."

Exercise 53.

Analyze the following complex sentences:

1. If you would be happy, you must be active. 2. We get silk from a caterpillar which is called the silk-worm. 3. I shall be ready when you call me. 4. He is proud that he is a soldier. 5. Wait till you see. 6. The sea, after it had spent its fury, became calm. 7. When the door was opened, the people crowded into the hall. 8. And when he next doth ride abroad, may I be there to see,

LVI. EXPANDING AND CONTRACTING SENTENCES.

1. Rule.—A simple sentence is transformed into a compound sentence by changing a word or phrase into a clause. A complex sentence is transformed into a compound sentence by changing a clause into a principal member.

(1.) Simple to Complex.

At the conclusion of the battle, the commander began to count his loss.

What kind of a sentence is this? A simple sentence, because it contains but one subject, "the commander," and one predicate, "began to count his loss."

What is the expression "at the conclusion of the battle?" It is an adverbial phrase, qualifying the verb "began."

2. Now we may, by a little change, make this a complex sentence. Instead of saying "at the conclusion of the battle," we may say, *when the battle was concluded*, and the simple sentence will then be changed into the complex sentence: When the battle was concluded, the commander began to count his loss.

3. Let us now take another example: Mary being ill, we had to go to the picnic without her.

This is a simple sentence. But change the phrase "Mary being ill" into the clause *as Mary was ill*, and we have the complex sentence, As Mary was ill, we had to go to the picnic without her.

4. Take a third example: The discoveries of Livingstone, one of the greatest travellers of modern times, have taught us much about the interior of Africa.

This simple sentence may be changed into the complex sentence, The discoveries of Livingstone, *who was one of the greatest travellers of modern times*, have taught us much about the interior of Africa.

2.) Complex to Compound.

5. We have changed a number of simple sentences into complex sentences. Now we shall transform these complex sentences into compound sentences.

When the battle was concluded, the commander began to count his loss.

The reason why this is a complex sentence is because one of the statements, "when the battle was concluded," qualifies the other, which is the principal statement.

6. If we make this *qualifying* statement a *principal* one, we shall have a compound sentence, thus: The battle was concluded, and the commander began to count his loss.

7. The second complex sentence is: As Mary was ill, we had to go to the picnic without her.

This is transformed into a compound sentence, as follows: Mary was ill, and hence we had to go to the picnic without her.

8. The third complex sentence is: The discoveries of Livingstone, who was one of the greatest travellers of modern times, have taught us much about the interior of Africa.

This is transformed into a compound sentence, as follows: Livingstone was one of the greatest travellers of modern times, and his discoveries have taught us much about the interior of Africa.

RULE.—A compound sentence is contracted into a complex one by changing a principal member into a clause. A complex sentence is contracted into a simple one by changing a clause into a phrase.

(3.) Compound to Complex.

10. Take the followiug compound sentence: The sea spent its fury, and then it became calm.

This is a compound sentence, because it contains two principa. statements. What are these statements? Does either qualify the other?

11. This sentence may be transformed into a complex sentence in the following ways:

1. The sea, when it had spent its fury, became calm.
2. The sea became calm when it had spent its fury.
3. When the sea had spent its fury, it became calm.
4. When it had spent its fury, the sea became calm.

Each of these sentences is a complex sentence; because of its two statements, the one qualifies the other. What is the principal statement in each? What is the qualifying clause in the first? the second? the third? the fourth?

(4.) Complex to Simple.

12. In order to condense the complex sentence, "When the sea had spent its fury, it became calm," into a simple sentence, we must change the *clause*, "when the sea had spent its fury," into a *phrase:* namely, "the sea having spent its fury." We now have the following forms of the simple sentence:—

1. The sea, having spent its fury, became calm.
2. The sea became calm, having spent its fury.
3. Having spent its fury, the sea became calm.

Exercise 54.

A.

Expand the following *simple sentences* into *complex sentences :—*

1. Quarrelsome persons are disagreeable. 2. The ancients believed the earth to be the centre of the universe. 3. With patience he might have succeeded. 4. The utility of the telegraph is evident to all. 5. The manner of his escape is a profound mystery.

B.

Expand the following *complex sentences* into *compound :—*

1. As the wind was fair, the vessel put to sea. 2. The Scots, who advanced to York, ravaged the country with unsparing fury. 3. The heart of Robert Bruce, which was preserved in a silver case, was consigned to the care of Douglas. 4. Beyond the Red River are vast prairies, over which roam great herds of buffalo.

C.

Contract the following *compound sentences* into *complex sentences*, and then, if possible, into *simple sentences :—*

1. The light infantry joined the main body, and the enemy retreated precipitately into the town. 2. He was a worthless man, and he could not command the respect of his neighbours. 3. Egypt is a wonderfully fertile country, and it is annually overflowed by the River Nile. 4. The earth is round, and no one doubts it. 5. The house was very large, and consequently there was little comfort in it.

D.

Contract the following *complex sentences* into *simple sentences :—*

1. Socrates proved that virtue is its own reward. 2. When morning began to dawn, our ship struck on a sunken reef, near the rock-bound coast. 3. It may be easily shown that the earth is round [the rotundity of]. 4. It is generally believed that the soul is immortal. 5. The rain has been falling ever since the sun rose. 6. A tree is known by the fruit that it bears. 7. As Egypt is annually overflowed by the Nile, it is a very rich country. 8. The man who is virtuous will be happy.

MISCELLANEOUS EXERCISES IN COMPOSITION.

A.—Letter-writing.

Superscriptions and Subscriptions.

The following superscriptions, subscriptions, etc., of letters are designed to show what is now regarded as the most approved arrangement and style of these parts; and they may serve as models, according to circumstances.

Some of the most common forms of address are Sir, Dear Sir, My dear Sir, Respected Sir, Sirs, Dear Sirs, Gentlemen, Ladies. Madam, Dear Madam, etc.; Dear Susan, My dear Friend, My dear Mr. Smith, My dear Mrs. Smith, Mother, Brother, etc., according to the relations of respect, intimacy, or affection existing between the parties. Note that the form of address *Madam, Dear Madam*, is as applicable to *unmarried* as to *married* ladies.

The subscription may be Yours, Yours truly, Most truly yours, Very truly yours, Yours respectfully, Respectfully, Sincerely yours, Your friend, Your obedient servant, etc.; Yours affectionately, Your affectionate friend, Your loving brother, sister, etc., followed by the name of the writer. The closing will vary with the varying relations of the parties.

(1.) Heading or date.

Toronto, Ont., Feb. 3, 1873.

(2.) Address.*

Mr. James F. Hammond,
421 *Broadway, N. Y.*

(3.) Introduction.

Dear Sir,— (4.) Body.

In reply to your letter of the 10th inst., I beg leave to say that I most cheerfully accede to your very reasonable request, etc.

(5.) Superscription.

Yours respectfully,
Henry H. Adams.

---

* The address inside the letter should be identical with the superscription upon the envelope, and may be put either before the introduction or at the bottom of the letter, on the left-hand side.

96 *Pearl St., New York,*
July 27, 18$^{5}_{4}$.

Messrs. Nichols & Hall,
32 *Bromfield St., Boston.*
Dear Sirs:

. . . . . .

I am, gentlemen,
Respectfully yours,
David B. Smith, Jr.

(1.)

To the Hon. the Minister of Education
Toronto, Ont.
Sir,—

. . . . . .

I have the honor to be, Sir,
Your obedient servant,
Edward Evans.

(1.)

Dear Madam,—

. . . . . .

Sincerely yours,
Henry Varnum.

Miss Amelia D. Cook,
18 *Rideau Street, Ottawa.*

(2.)
My dear Friend,—

(5.)
Yours truly,
Isaac H. Hamlin.

My dear Sister,—

Your affectionate brother,
William.

My dear Mr. Brown,—

Most truly yours,
Alexander Knox.

My dear Sir,—

Yours, as ever,
Horace Mann.

LETTER OF INTRODUCTION.

London, Sept. 25, 1873.

Dear Sir,—It gives me pleasure to introduce to you my much-esteemed friend, Mr. W. P. Johnson. Any attentions that you may show him will be gratefully acknowledged and cheerfully reciprocated by

Yours truly,
A. B. Grover.

Hon. Wm. Graham,
27 State Street,
Albany, N. Y.

NOTE.—It is not customary to seal a letter of introduction.

Exercise 55.

1. Write a letter to your teacher narrating your experiences during your last vacation.

2. Write and tell your duties at school—your amusements or recreations—your walks, books, thoughts or observations.

3. Write and tell about a visit to a museum or public garden—the objects of interest, etc.

4. Write about the days of your childhood—your earliest recollections—your first days at school—your impressions—your ideas about that period of your life.

5. Write and tell about an evening party—the number—the amusements—the music—the pleasures of social intercourse.

6. Write the results of the last examination—whether you were promoted—what studies you are pursuing with most interest, etc.

B.—Narratives.

A profitable exercise in composition is to take a series of detached simple sentences and put them together so as to make a continuous narrative, using sentences of the various sorts, simple, compound, and complex.

Example.—"*In union is strength.*"

An old man was on the point of death. He called his sons to his bedside. He ordered them to break a bundle of arrows. The young men were strong. They could not break the bundle. He took it in his turn. He untied it. He easily broke each arrow singly. He then turned towards his sons. He said to them. "Mark the effect of union. United like a bundle, you will be invincible. Divided, you will be broken like reeds."

One way of combining:—

An old man on the point of death called his sons to his bedside and ordered them to break a bundle of arrows. The young men, though strong, being unable to do so, he took the bundle in his turn, untied it, and easily broke each arrow singly. Then turning towards his sons, he said to them, "Mark the effect of union. United like a bundle, you will be invincible; divided, you will be broken like reeds."

Another mode of combining:

An old man, being on the point of death, called his sons to his bedside, and ordered them to break a bundle of arrows. Strong as they were, they were unable to break the bundle; so he took it in his turn, and, having untied it, easily broke each arrow singly. Turning towards his sons, he said to them, "United, you cannot be overpowered; divided, you will be broken as easily as reeds."

Note.—No two pupils will hit upon exactly the same form of expression. Pupils must try to combine in their own way.

Exercise 56.

Combine in the same way the following paragraph.

Tea.

Tea is the dried leaf of a shrub. This shrub grows chiefly in China. It is an evergreen. It grows to the height of from four to six feet. It bears pretty, white flowers. The flowers resemble wild roses. In China there are many tea farms. These are generally of small extent. They are situated in the upper valleys. They are situated on the sloping sides of the hills. In these places the soil is light. It is rich. It is well drained. The plants are raised from seed. They are generally allowed to remain three years in the ground. A crop of leaves is then taken from them. The leaves are carefully picked by the hand.

C.—Writing from Heads.

A more advanced exercise in writing is to give the pupil merely the *heads* of a composition, and then require him to fill it out.

The Cow.

Heads.—The most useful of horned animals ; its flesh ; articles made of its skin ; uses of its horns ; the hair ; the bones ; importance of milk ; the calf ; use of its skin.

Expanded.—Of all horned animals the cow is the most useful. Its flesh is one of the most necessary articles of food to man ; and the purposes to which the various parts of its body are applied are almost innumerable. Without its skin we could scarcely obtain covering for our feet, the boots and shoes that we wear being almost wholly made from the skin, which is, besides, manufactured into an endless variety of necessary commodities. Mixed with lime, its hair serves to make mortar ; its horns are converted into combs, knife-handles, boxes, drinking-vessels, spoons, and other useful articles ; and its bones are equally serviceable for domestic and ornamental purposes. The milk of the cow is one of the most valuable of animal products, being in every-day use as a wholesome and nourishing article of diet ; and it is from milk that butter and cheese are made. The young of the cow is called a calf ; its skin is made into fine boots and shoes, parchment, and material for binding books.

Exercise 57.

Do the same with the following paragraphs:—

Description of Printing.

Heads.—First step in the process—the setting up of the types—what the types are—how they are arranged in the *case*—the words are set up letter by letter—the compositor holds in his hand a *composing-stick* (what is this?)—the lines are made into pages—the page is fixed in an iron frame called a chase—process of inking—the roller—the paper put over the page—the pressure stamping the characters—number of copies of a large newspaper produced in an hour on one of the great "ten-cylinder" presses.

The Cotton Plant.

Heads.—Peculiar to warm climates—several species—all have leaves—leaves yellow and purple—when the flowers fall off the seed-pots soon come to maturity—when ripe they spring open—the seeds are then seen enveloped in cotton—the cotton is picked and gathered into bags—next spread out and dried—then separated from the seeds—where the cotton plant is best cultivated—value of the cotton crop every year—countries to which it is exported—for what it is used.

Sir Walter Raleigh.

Heads.—Was an Englishman—lived during the reign of Queen Elizabeth—his accomplishments and his talents as a courtier—anecdote of his readiness and tact—the queen and the velvet cloak—his promotions and rewards—his voyage to America—the colony of Virginia—a failure—the importation of tobacco and potatoes into England—Raleigh arrested on a false charge of treason—imprisonment in the Tower—his execution—what you think of Raleigh.

D.—Quotations.

In the course of a composition, it will often be necessary to represent a person as actually speaking. This is called *direct* speech. *Indirect* speech gives the words as reported by another.

The words which the speaker is represented as using are to be enclosed in quotation-marks. Such

expressions as *said I*, *replied he*, etc., are not to be put in quotation-marks, but are to be set off from the spoken words by commas.

EXAMPLE.—"I have lived," said the old man, "a great many years in poverty." Thrown into the *indirect* form, this would read as follows:—

"The old man said that he had lived a great many years in poverty."

In changing from the direct to the indirect form of speech, the first person becomes the third; the present tense, past; and the word THIS is changed to THAT.

Exercise 58.

Insert quotation-marks and commas in the following paragraph where necessary:—

A traveller drenched with rain and benumbed with cold arrived at a country inn which he found so full of people that he could not get near the fire. Addressing himself to the landlord he called out take a feed of oysters to my horse. To your horse exclaimed the host your horse will never eat them. Do as I ask you returned the traveller. All the people rushed immediately to the stable to see a horse eat oysters; and the traveller being thus left alone seats himself comfortably by the fire and warms himself at his ease. When the landlord returned he said to the traveller I would have wagered my head that your horse would not eat oysters. Never mind replied the other put them on the table and I will eat them myself when I am thoroughly dried.

Change the following passages from the direct to the indirect mode of speech:—

1. "I have behaved very ill," said I within myself; "but I have only just set out on my travels, and shall learn better manners as I get along."

2. Says Coleridge, "I expect neither profit nor general fame by my writings."

3. "If it feeds nothing else," said Shylock, "it will feed my revenge."

4. Burke says, "I never knew a man who was bad fit for service that is good."

E.—Changing Poetry to Prose.

Changing poetry into the order of prose is an exceedingly interesting and instructive exercise. As an example, six stanzas of Mrs. Hemans' "Landing of the Pilgrims" are here given, together with a specimen of transposition.

The Landing of the Pilgrims.

The breaking waves dashed high
On a stern and rock-bound coast,
And the woods against a stormy sky
Their giant branches toss'd;

And the heavy night hung dark,
The hills and waters o'er,
When a band of exiles moor'd their bark
On the wild New England shore.

Not as the conqueror comes,
They, the true-hearted, came;
Not with the roll of the stirring drums,
And the trumpet that sings of fame;

Not as the flying come,
In silence and in fear:—
They shook the depths of the desert gloom
With their hymns of lofty cheer.

What sought they thus afar?
Bright jewels of the mine?
The wealth of seas, the spoils of war?—
They sought a faith's pure shrine!

Ay, call it holy ground,
The soil where first they trod;
They have left unstained what there they found—
Freedom to worship God.

Transposed.

The breaking waves were dashing on a stern, rock-bound coast, while the woods tossed their giant branches against a stormy sky, and the night lowered heavy and dark over the hills and waters. It was amid such scenes that a band of exiles moored their bark on the wild shore of New England.

These true-hearted men did not come as does the conqueror: for neither the roll of drums nor the blare of trumpets heralded their advent. On the other hand, they did not come in fear and silence as might fugitives from their native country. With their hymns of lofty cheer they made the depths of the desert gloom resound.

What were the Pilgrims seeking in this far-off land? Were they in search of precious stones, or the spoils to be gained by sea or land? No; their object was to enjoy religious liberty. This boon they found in their new home, and we may well call the soil where they first trod, sacred ground.

SUPPLEMEMENT.

I. RECAPITULATION OF INFLECTIONS.

1. Nouns.

A noun is inflected to mark the plural number and the possessive case.

	Singular.	*Plural.*
Nominative	boy	boys.
Possessive	boy's	boys'.
Objective	boy	boys.
Nominative	lady	ladies.
Possessive	lady's	ladies'
Objective	lady	ladies.
Nominative	man	men.
Possessive	man's	men's
Objective	man	men.

2. Pronouns.

Some of the personal pronouns are changed to express person, number, gender and case. (See p. 85.)

Personal pronouns of the first person :—

	Singular.	*Plural.*
Nominative	I	we.
Possessive	my, mine	our.
Objective	me	us.

Personal pronoun of the second person :—

	Singular.	*Plural.*
Nominative	thou	you.
Possessive	thy or thine	your.
Objective	thee	you.

Demonstrative pronoun of the third person :—

	Singular.	*Plural.*
Nominative	he, she, it	they.
Possessive	his, her, its	their.
Objective	him, her, it	them.

NOTE.—It will be seen that only pronouns of the third person singular have special forms for the different genders.

The relative pronoun "who" is changed in form to express case. (See pp. 60, 61.)

Singular and Plural.

Nominative..... who.
Possessive..... whose.
Objective..... whom.

NOTE.—"Whose" is also used as the possessive of "that" and "which."

3. Verbs.

A verb is changed in form to express mood and tense, and sometimes the person and number of its subject. (See pp. 71–74.)

Indicative Mood.

Pres. Tense.	*Past Tense.*	*Future Tense.*
I walk.	I	I shall walk.
Thou walkest.	You	Thou wilt walk.
He walks.	He	He will walk.
We walk.	We } walked.	We shall walk.
You walk.	You	You will walk.
They walk.	They	They will walk.

Present Perfect Tense.	*Past Perfect Tense.*
I have walked.	I had walked.
Thou hast walked, or	Thou hadst walked
You have walked.	He had walked.
He has walked.	We had walked.
We have walked.	You had walked.
You have walked.	They had walked.
They have walked.	

Future Perfect Tense.

I shall have walked.
Thou wilt have walked.
He will have walked.
We shall have walked.
You will have walked.
They will have walked.

Subjunctive Mood.

Present Tense.		*Present Perfect Tense.*	
I	walk.	I	have walked
Thou		Thou	
He		He	
We		We	
You		You	
They		They	

Imperative Mood.

Present Tense, Walk. Used only with a pronoun of the second person.

Infinitives.

Present Tense, To walk. *Present Perfect Tense*, To have walked.

Participles.

Imperfect, Walking. *Perfect*, Walked. *Compound Perfect*, Having Walked.

NOTE.—By examining the verb, it will be seen that its form is changed but twice on account of the person and number of the subject.

4. Adjectives.

An adjective is changed in form to express different degrees of the same quality. (See pp. 36, 37.)

Positive.	*Comparative.*	*Superlative.*
Sharp,	Sharper,	Sharpest.
Manly,	Manlier,	Manliest.
Beautiful,	More beautiful,	Most beautiful.
Beautiful,	Less beautiful,	Least beautiful.

Some adjectives are compared irregularly; as:

Positive.	*Comparative.*	*Superlative.*
Good,	Better,	Best.
Well,	Better,	Best.
Evil,	Worse,	Worst.
Bad,	Worse,	Worst.
Little,	Less,	Least.
Many,	More,	Most.
Much,	More,	Most.
Far, forth,	Farther, further,	Farthest, furthest
Near,	Nearer,	Nearest *or* next.
Late,	Later (latter),	Latest *or* last.
Old,	Older *or* elder,	Oldest *or* eldest.
Hind,	Hinder,	Hindmost.
Up,	Upper,	Upmost.
Out,	Utter *or* outer,	Utmost.
Fore,	Former,	Foremost *or* first.

Adverbs are compared in the same manner as adjectives. (See p. 42.)

II. THE PRINCIPAL RULES OF SYNTAX.

Rule 1.—The subject of a finite verb must be in the nominative case.

Rule 2.—A verb must agree with its subject in number and person.

Rule 3.—A noun used in explanation of another noun, meaning the same thing, is in the same case by apposition, as: Howard, the philanthropist, was loved by all.

Rule 4.—A noun in the predicate, after an intransitive verb, and meaning the same thing as the subject, is in the same case.

RULE 5.—A noun used independently, by direct address, is in the nominative case.

RULE 6.—The object of a transitive verb or a preposition is in the objective case.

RULE 7.—A noun which shows that something belongs to the person or thing for which it stands is in the possessive case.

RULE 8.—A pronoun must agree in number, gender, and person with the noun or pronoun which it represents.

RULE 9.—An adjective limits or describes a noun.

RULE 10.—An adverb modifies a verb, an adjective, or another adverb.

RULE 11.—A preposition joins a noun or a pronoun to some other word, and shows the relation in which things and their actions and attributes stand to other things.

RULE 12.—A conjunction connects words, phrases, clauses or sentences, but has neither a pronominal nor an adverbial signification.

NOTE.—Pronouns are subject to the same rules as nouns. Participles are used as adjectives or nouns, and are subject to the same rules. Interjections have no grammatical relation to other words.

CLASSIFIED LIST OF STRONG VERBS.

"Verbs in which the Past Tense is formed by vowel-change, and the Perfect Participle has the suffix en or n."

Present.	*Past.*	*Perfect Participle.*
Arise,	Arose,	Arisen.
Blow,	Blew,	Blown.
Crow,	Crew,	Crowed (once *crown*).
Draw,	Drew,	Drawn.
Drive,	Drove,	Driven.
Fly,	Flew,	Flown.
Forsake,	Forsook,	Forsaken.
Give, *For-*,	Gave,	Given.
Know,	Knew,	Known.
Lie (*to recline*),	Lay,	Lain (or lien),
Ride,	Rode,	Ridden.
Rise, *A-*,	Rose,	Risen.
See,	Saw,	Seen.
Shake,	Shook,	Shaken.
Show,	Showed,	Shown.
Slay,	Slew,	Slain.
Smite,	Smote,	Smitten.
Stride,	Strode,	Stridden.
Strive,	Strove,	Striven.
Take, *Be-*, etc.,	Took,	Taken.
Thrive,	Throve,	Thriven.
Throw,	Threw,	Thrown.
Write,	Wrote,	Written.

"In the following verbs there is a tendency to assimilate the vowel sound of the Past Indicative to that of the Perfect Participle."

Present.	*Past.*	*Perfect Participle.*
Bear (*to bring forth*),	Bore, *bare*,	Born.
Bear (*to carry*),	Bore, *bare*,	Borne.
Beat,	Beat,	Beaten.
Break,	Broke (*brake*)	Broken.
Choose,	Chose,	Chosen.
Cleave (*to split*),	Cleft, *clave*, or clove,	Cleft, *cloven*.
Freeze,	Froze,	Frozen.
Shear,	Shore,	Shorn.
Speak, *Be-*,	Spoke, *spake*,	Spoken.

Present.	*Past.*	*Perfect Participle.*
Steal,	Stole,	Stolen.
Swear,	Swore, *sware*,	Sworn.
Tear,	Tore,	Torn.
Tread,	Trod, *or* trode,	Trodden, *or* trod.
Wear,	Wore,	Worn.
Weave,	Wove,	Woven.

"*In the following verbs the Past Tense has a second form which is only the Perfect Participle transformed into a Past Tense.*"

Present.	*Past.*	*Perfect Participle.*
Begin,	Began,	Begun.
Bid,	Bid, bade,	Bidden.
Drink,	Drank,	Drunk.
Get, *Be-*, *For-*,	Got,	Got (gotten).
Ring,	Rang,	Rung.
Shrink,	Shrank,	Shrunk.
Sing,	Sang, *or* sung,	Sung.
Sink,	Sank, *or* sunk,	Sunk, *or* sunken.
Spin,	Spun, *span*,	Spun.
Spit,	Spat, *or* spit,	Spit.
Strike,	Struck,	Struck, stricken.
Swim,	Swam, *or* swum,	Swum.

"*In the following verbs the Past Tense is the Perfect Participle used as a Past Tense.*"

Present.	*Past.*	*Perfect Participle.*
Bind, *Un-*,	Bound,	Bound.
Bite,	Bit,	Bitten, bit.
Burst,	Burst,	Burst.
Chide,	Chid,	Chidden, *or* chid.
Cling,	Clung,	Clung.
Fight,	Fought,	Fought.
Find,	Found,	Found.
Fling,	Flung,	Flung.
Grind,	Ground,	Ground.
Hang,*	Hung,	Hung.
Hide,	Hid,	Hidden, *or* hid.
Shoot,	Shot,	Shot.
Slide,	Slid,	Slid, *or* slidden.
Sling,	Slung,	Slung.
Slink,	Slunk,	Slunk.
Slit,	Slit,	Slit.
Stick,	Stuck,	Stuck.

* Hang, to take away life by hanging, is weak

Present.	*Past.*	*Perfect Participle.*
String,	Strung,	Strung.
Swing,	Swung,	Swung.
Win,	Won,	Won.
Wind,	Wound,	Wound.
Wring,	Wrung,	Wrung.

"*In the following verbs the Perfect Participle has been borrowed from the Past Tense.*"

Present.	*Past.*	*Perfect Participle.*
Abide,	Abode,	Abode.
Awake,	Awoke, *or* awaked,	Awaked.
Have,	Had,	Had.
Hold, *Be-*, *With-*,	Held,	Held, *holden.*
Let,	Let,	Let.
Seethe,	Sod,	Sodden, *or* sod.
Shine,	Shone,	Shone.
Sit,	Sat,	Sat.
Stand, *With-*, etc.,	Stood,	Stood.

"*Unclassified Forms.*"

Present.	*Past.*	*Perfect Participle.*
Come, *Be-*,	Came,	Come.
Dig,	Dug,	Dug.
Eat,	Ate,	Eaten.
Run,	Ran,	Run.

"*Verbs not included in the preceding classes.*"

Present.	*Past.*	*Perfect Participle.*
Am,	Was,	Been.
Bend,	Bent,	Bent,
Bereave,	Bereft,	Bereaved, *or* bereft
Beseech,	Besought,	Besought.
Bleed,	Bled,	Bled.
Breed,	Bred,	Bred.
Bring,	Brought,	Brought.
Build, *Re-*,	Built,	Built.
Burn,	Burnt, or burned,	Burnt.
Buy,	Bought,	Bought.
Cast,	Cast,	Cast.
Catch,	Caught,	Caught.
Clothe,	Clothed,	Clad, clothed.
Cost,	Cost,	Cost.
Creep,	Crept,	Crept.
Cut,	Cut,	Cut.

Present.	*Past.*	*Perfect Participle.*
Dare (*to venture*),	Durst,	Dared.
Dare (*to challenge*),	Dared,	Dared.
Deal,	Dealt,	Dealt.
Do, *Un-*,	Did,	Done.
Dream,	Dreamt, *or* dreamed,	Dreamt, *or* dreamed.
Dwell,	Dwelt,	Dwelt.
Fall, *Be-*,	Fell,	Fallen.
Feed,	Fed,	Fed.
Feel,	Felt,	Felt.
Flee,	Fled,	Fled.
Forbear,	Forbore,	Forborne.
Forget,	Forgot,	Forgotten, forgot.
Gild,	Gilt, *or* Gilded,	Gilt, *or* gilded.
Gird, *Be-*, *En-*,	Girt, *or* Girded,	Girt, *or* girded.
Go,	Went,	Gone.
Grave, *En-*,	Graved,	Graven.
Grow,	Grew,	Grown.
Hear,	Heard,	Heard.
Heave,	Hove,	Hoven.
Hew,	Hewed,	Hewn.
Hit,	Hit,	Hit.
Hurt,	Hurt,	Hurt.
Keep,	Kept,	Kept.
Kneel,	Knelt, *or* kneeled,	Knelt, *or* kneeled.
Knit,	Knit,	Knit.
Lay,	Laid,	Laid.
Lead, *Mis-*,	Led,	Led.
Leave,	Left,	Left.
Lend,	Lent,	Lent.
Light,	Lighted, *or* lit,	Lighted, *or* lit.
Load,	Loaded,	Laden, *or* loaded.
Lose,	Lost,	Lost.
Make,	Made,	Made.
Mean,	Meant,	Meant.
Meet,	Met,	Met.
Mow,	Mowed,	Mown.
Pay, *Re-*,	Paid,	Paid.
Pen (*to inclose*),	Pent, *or* penned,	Pent, *or* penned.
Put,	Put,	Put.
Quit,	Quit, *or* quitted,	Quit, *or* quitted.
Read,	Read,	Read.
Rend,	Rent,	Rent.
Rid,	Rid,	Rid.
Rive,	Rived,	Riven.
Saw,	Sawed,	Sawn.
Say,	Said,	Said.

Present.	*Past.*	*Perfect Participle*
Seek,	Sought,	Sought.
Sell,	Sold,	Sold.
Send,	Sent,	Sent.
Set, *Be-*,	Set,	Set.
Shave,	Shaved,	Shaven.
Shed,	Shed,	Shed.
Shoe,	Shod,	Shod.
Shred,	Shred,	Shred.
Shut,	Shut,	Shut.
Sleep,	Slept,	Slept.
Sow (*to scatter*),	Sowed,	Sown.
Speed,	Sped,	Sped.
Spend, *Mis-*,	Spent,	Spent.
Split,	Split,	Split.
Spread, *Be-*,	Spread,	Spread.
Spring,	Sprang, *or* sprung,	Sprung.
Sting,	Stung,	Stung.
Strow, *or* strew, *Be-*,	Strowed, *or* strewed,	Strown, strewn.
Sweat,	Sweat, *or* sweated,	Sweat, *or* sweated.
Sweep,	Swept,	Swept.
Swell,	Swelled,	Swollen, *or* swoln.
Teach, *Mis-*, *Re-*,	Taught,	Taught.
Tell,	Told,	Told.
Think, *Be-*,	Thought,	Thought.
Thrust,	Thrust,	Thrust.
Wax,	Waxed,	Waxen.
Weep,	Wept,	Wept.
Wet,	Wet, *or* wetted,	Wet, *or* wetted.
Whet,	Whet, *or* whetted,	Whet, *or* whetted.
Work,	**Wrought,** *or* worked,	Wrought, *or* worked.

APPENDIX.

The following are the papers set for the examination for entrance to High Schools and Collegiate Institutes since 1874:—

Values.	ENTRANCE EXAMINATION, JUNE, 1874.
21	1. Analyze, "Of the ancient colonies, Mr. Scorseby unfortunately obtained no direct information."
28	2. Parse, "D'Israeli, who is now Premier of Britain, spent the early part of his life in writing novels."
4	3. Give the positive forms corresponding to 'most,' 'first,' 'next,' and 'eldest.'
10	4. Give the plurals of 'piano,' 'thief,' monkey,' 'toy,' 'gulf,' 'echo,' 'penny,' 'fowl' and 'Norman.'
9	5. Give the feminines of 'actor,' 'hero,' 'widower,' 'negro,' 'marquis,' and 'friar;' and the masculines of 'duck,' 'duchess,' and 'countess.'
10	6. Define PREPOSITION, CONJUNCTION, ADVERB, SUBJECT, and CASE.
3	7. Write out in full, in the ordinary form, the indicative mood of 'sing.'
12	8. Give the past tense and past participle of 'sit,' 'slide,' 'stoop,' 'hide,' 'hurt,' 'wink,' 'swim,' 'set.'
12	9. Correct, where necessary, the following sentences. 'It makes no difference to either you or I.' 'Neither John nor James is coming.' 'Why aint you going to play cricket.' The burning of the Bavarian was one of the most dreadful accidents that has happened for many years.

Values.	ENTRANCE EXAMINATION, DECEMBER, 1874
12	1. Analyse, "By Nebo's lonely mountain, On this side Jordan's wave, In a vale in the land of Moab There lies a lonely grave."
38	2. Parse "John studies two hours daily, but James, his brother, passes his time in playing chess."

Values. ENTRANCE EXAMINATION, DEC., 1874—*Continued.*

9 3. Give the plural of 'echo,' 'motto,' 'fly,' 'hoof,' 'loaf,' 'cuff,' 'trout,' 'Mary,' and 'son-in-law.'

7 4. Give the comparative and superlative of 'near,' 'far,' 'old,' 'fat,' 'hardy,' 'dry,' and 'honorable.'

18 5. Give the third singular present indicative, the third singular present subjunctive, the present participle, and the past participle of the following verbs:—

'Dig,' 'swim,' 'flee,' 'pay,' 'pry,' 'deal,' 'thrust,' 'threaten,' and 'shrink.'

4 6. Define Case, Transitive Verb, Adverb, and Pronoun.

12 7. Correct, giving reasons, any errors in syntax that occur in the following sentences:—

"My sister and my sister's child,
Myself and children three
Will fill the chaise, so you must ride
On horseback after we."

"*A* or *an* is styled an indefinite article."

"He is great, but truth is greater than us all."

Values. ENTRANCE EXAMINATION, JUNE, 1875.

45 1. Parse—Scott, the famous author, who was an early riser, usually worked four hours in his study before breakfast.

12 2. Analyse—

"They buried him darkly at dead of night,
The sods with their bayonets turning,
By the struggling moonbeam's misty light,
And the lanterns dimly burning."

18 3. Write the plural of *baby*, *enemy*, *journey*, *calf*, *muff*, *canto*, and *penny*; the feminine of *abbot*, *hart*, and *uncle*; the masculine of *madam*, *duck* and *bride*; the comparative and superlative forms of *late*, *near*, *old*, *dry*, and *gay*; and the third singular present indicative, the present participle, and the past participle of *deny*, *teach* and *lie*.

10 4. Express the following fractions by means of written words:—$\frac{3}{8}$, $\frac{4}{5}$, $\frac{7}{9}$, $\frac{5}{12}$, and $\frac{1}{11}$.

12 5. Correct any errors you may observe in the following sentences, giving your reasons:—

Neither John nor James was the boy that done it.

Nine out of every ten of the boys was looking as wise as a philosopher.

There are a great many people in town.

3 6. Define—Person, personal pronoun, and preposition.

ENTRANCE EXAMINATION, DECEMBER 1875.

Values.	
45	1. Parse—Who would toil all his life for a master that treated him thus?
12	2. Analyse— For their lean country much disdain We English often show.
30	3. Write the singular of *potatoes*, *pence*, *swine*, *clauses*, *ties*, *spies*, *lies*, and *cries*; the possessive plural of *who*, *lady*, and *gentleman*; all the persons in the singular of the present and the past indicative of *will* the principal verb, and all the persons in the singular of the present and the past of *will* the auxiliary verb; and the present and past participles of *fulfil*, *sue* and *shine*.
3	4. Define CONJUNCTION, VERB, and SUBJECT.
3	5. Name three adjectives that are irregularly compared and compare them.
12	6. Correct any errors you observe in the following sentences, giving your reasons:— The ends of each bone is covered with synovial membrane. Ten elevenths are equal to twenty twenty-twos. Tom seen his father coming and ran to meet him There is no difference of opinion between me and you.

ENTRANCE EXAMINATION, JUNE, 1876.

Values.	
20	1. Give the masculine or feminine form, as the case may be, of hero, sultana, countess, executor: the plural of money, lily, folio, gas, brother, pea. cargo; the comparative and superlative degrees of far, ill, funny; the past tense and past participle of lead, sit, loose, pay, stay, shoe.
45	2. Parse: "On returning home last Friday night, we found no small excitement in Uncle Charles's household, owing to our long continued absence."
10	3. Analyse: "Saint Augustine! well hast thou said That of our vices we can frame A ladder, if we will but tread Beneath our feet each deed of shame."
15	4. Correct the mistakes of the following sentences, giving your reasons: (*a*) The river has raised six inches this morning. (*b*) I expect we will have quite a few out to-night. (*c*) Of the two Henries, this is the youngest.

Values. ENTRANCE EXAMINATION, JUNE, 1876—*Continued.*

(*d*) Don't he know that I would like to have went with him?

(*e*) I went and lay down to rest.

6 5. What is meant in Grammar by "qualify," "proposition," "gender"?

4 6. Into what classes are pronouns divided? Give an example of each.

Values. ENTRANCE EXAMINATION, DECEMBER, 1876.

40 1. Parse:

The sun being now nearly twenty degrees above the horizon, our mountain shepherds thought themselves justified in leaving their flocks to graze a little while untended.

10 2. Analyze:

"Having received the usual permission from the surgeon—there being no sickness on board—we cast anchor in the roads opposite St. James's Valley, within a quarter of a mile from the island."

27 3. Write the plural nominative of sheep, species, bean, cherub, solo, Mr.; the possessive singular and plural of chimney, sky, lass; the comparative and superlative degrees of many, tedious, holy; and the past tense, present participle, and past participle of rear, beseech, singe, dun, die, ply.

12 4. Correct any mistakes in the following sentences, giving your reasons:

1. I seen him a good ways up the street.
2. Me and you was both at school together.
3. That there figure didn't ought to have been substracted.
4. That is a secret between him and me.

5 5. Classify adjectives, and give an example of each class.

6 6. Give the rule for the use of the relative pronoun *that.*

JULY EXAMINATIONS, 1877.

ADMISSION TO HIGH SCHOOLS.

Values.

40 1. Parse:

Not seeing his way very clearly out of these difficulties, Charles was fortunate enough to discover an agent equally skilled in baffling his adversaries' schemes and in concealing his own.

Values. ADMISSION TO HIGH SCHOOLS, JULY, 1877—*Continued.*

10 2. Analyse :
" The yeomen looked on each other confusedly and with hesitation, the apprehension of so strange a danger prevailing with those who feared no other."

8 3. Write sentences showing the several ways in which "who" and "that" are used.

14 4. Give the plural of 'hero,' 'crocus,' 'genus,' 'genius,' 'valley,' 'lily,' 'bandit,' 'Swiss,' 'appendix,' 'sheep,' '+,' 's,' 'cargo;' and the possessive singular and plural of 'bean,' 'mouse,' 'omnibus,' 'German,' 'Mary,' 'ox,' 'lieutenant-governor,' 'court-martial.'

4 5. What is the meaning of Word, Inflection, Parsing, Weak Conjugation?

9 6. Write the present participle, the past participle, and the second person singular of the present and past tenses of *sit*, *do*, *go*, *catch*, *eat*, *tear*, *set*, *rely*, *lose*.

15 7. Correct any mistakes you detect in the annexed sentences, giving your reasons :
(*a*) If he was me, he would have done very different.
(*b*) He made a few memorandas to assist his clerk's memory.
(*c*) Jane got on quicker in her studies than her.
(*d*) Each of you must attend to your own desk.
(*e*) I hardly know who to make my complaint to.

DECEMBER EXAMINATIONS, 1877.

Values. ADMISSION TO HIGH SCHOOLS.

38 1. Parse :
i. e., 19x2 " Sunday after Sunday he had the keen delight of seeing Crimean officers from Aldershot and Sandhurst in his congregation."—*Life of Charles Kingsley.*

10 2. Analyse :
Having heard the same preaching for fifteen years, he had ceased to admire it.

6 3. Define Case, Gender, Number, Person, Verb, and Adverb.

30 4. Give the plural of monkey, wharf, staff, potato; the singular of neckties, brethren, dairies; the feminine of negro, hero, nephew; the comparative and superlative of beautiful, pretty, far; the third singular present indicative active of buy, fry; the past participle of meat, beat, sent;

Values. ADMISSION TO HIGH SCHOOLS, DEC., 1877—*Continued.*

the present participle of get, fire, occur, differ, die; and the possessive case of who, ladies, one, he.

12 (6, 4x3). 5. Quote the rule of syntax violated in each of the following sentences:—

Between you and I this must not be allowed any longer.

I wonder how he ever came to befriend such a criminal as me.

Neither John nor James nor Mary have found it.

There is several boys in the room.

6. Correct the following expressions:—

2 Them nuts is mine.

1 I kind of thought that Tom was there.

1 I understand $\frac{2}{3} = 1\frac{1}{2}$ to mean that three twos equal one and a half.

JULY EXAMINATIONS, 1878.

ADMISSION TO HIGH SCHOOLS.

Values.

6 1. Explain the meaning of 'Etymology,' 'Common Gender,' 'Infinitive Mood,' 'Passive Voice,' 'Subordinate Conjunction,' 'Pluperfect Tense.'

44 2. Time after time did this admirable parent seek to win her froward child back to his duty, fondly imagining that a mother's love must be the most potent of all influences.

Parse this sentence.

10 3. Analyse the following:—"The Lords refusing to concur, the Commons voted that the supreme authority resided in themselves, and had the House of Lords closed."

24 4. Write the plural of *attorney*, *tobacco*, *medium*, *Mussulman*, *wharf*; the positive and superlative of *better*, *worse*, *more*, *former*; the past tense, the present participle and the past participle of *arrive*, *swing*, *sit*, *die*, *choose*, *lay*, *burst*.

12 5. Correct the following sentences, and give the rule in each case:

(*a*) Him and me went to town yesterday.

(*b*) Not one in fifty of these writers can express themselves with correctness.

(*c*) Our happiness or misery are, in a great measure, placed in our own hands.

(*d*) He was drove that hard that he soon throwed up his situation.

4 6. What kinds of adjectives cannot be compared, and what nouns have the same form in both numbers?

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